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ABSTRACT

This manual is designed to accompany the Peace Corps student's texts in the Chichewa language. It contains three parts: (1) a discussion of basic concepts in language teaching and learning, including theoretical background, major language teaching methods, language acquisition, and sociolinguistics; (2) an outline of the materials and methods that are useful in presenting them, including teaching devices for use with the communication/culture lessons and examples of grammatical exercise types; and (3) notes on individual lessons in the series. The last section contains additional exercises and quizzes. (AMH)

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PEACE CORPS
LANGUAGE HANDBOOK SERIES

by
Jan Behrs

These materials were developed under the auspices of the African Studies Center at Michigan State University.

Project director and editor	Carol Myers Scotton
Assistant director and editorial assistant	Gregory John Orr

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PART I

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PART I

BASIC CONCEPTS IN LANGUAGE TEACHING / LEARNING

INTRODUCTION

Knowing something about the theories and aims behind language learning and teaching will give you a foundation on which to base your classroom practices. The purpose of this manual is to provide you with a basic introduction to the key theoretical and practical issues in the field which are relevant to your task as a teacher of Chicheŵa to American Peace Corps volunteers. Also included are some specific techniques for you to use in the classroom with the materials designed for this course.

Teaching Chicheŵa to the volunteers will put you in the position of being a link between two cultures. Your students will want you to explain many things about your language and your way of life. Sometimes you will be able to answer their questions easily, but at other times the questions may seem quite surprising and difficult. Don't worry. You are not expected to know everything about Chicheŵa and the society in which it is spoken; the important thing to remember is that two cultures are meeting in a peaceful and hopeful way and you are part of the process. You will find yourself learning many things about your own language and culture as you attempt to explain these things to your students. Moreover, you'll have the opportunity to learn a great deal about your American students and their culture.

Your most important goal is to help your students learn Chicheŵa. As will be discussed in more detail later, this involves helping them to feel at ease so that they will be willing to take the intimidating step of trying to express themselves in this new language. When your students begin to feel confident of their ability to communicate in Chicheŵa, they will also begin to share and understand Malaŵi culture more fully. This in turn will aid them in learning to use Chicheŵa even more effectively.

This manual and the accompanying language materials are designed to help you become an effective language teacher and cultural resource for your students. In addition to this manual, the Peace Corps Language

Handbook Series consists of grammar and communication/culture lessons. Your use of these lessons in a coordinated way will result in an effective program.

THEORETICAL BACKGROUND

Successful foreign language learning depends on many factors, some of which you as a teacher can control, and others over which you have no say. It is commonly thought that there is no one method of teaching a language which will result in success with most students in most situations. There are simply too many factors affecting the outcome. In this section we will discuss some of these factors and how various teaching methods have dealt with them.

Motivation

One important factor in language learning is motivation. Children have built-in motivation for acquiring their native language--they are isolated without it. Research has shown that students will learn a language more quickly and easily if they admire the people who speak it, have a desire to interact with those people, and for these reasons decide to study the language. This type of motivation, which is similar to the desire children possess to communicate with those around them, is called integrative motivation.

On the other hand, a student with instrumental motivation may have more utilitarian reasons for studying a foreign language. He/she may desire to study for a degree at a foreign university or have the need to be able to conduct business transactions in another language. Sometimes students with instrumental motivation do very well in language courses, but more often they do not achieve the fluency and cultural understanding that a student who is integratively motivated does.

These two types of motivation are not exclusive, however. The Peace Corps volunteers you will be teaching will most probably have a combination of both integrative and instrumental motivation. You can enhance the possibility of their learning by emphasizing those things which can develop their integrative motivation further. We have already called you a link between cultures. This involves helping your students to understand the reasons behind some customs in your culture or language which they must follow. The offering of both hands when greeting is one example. Since this practice differs from the students' customary manner of greeting, try to make them aware of this by explaining why this custom may have begun. In this way, as they become more knowledgeable about proper social behavior and the reasons behind it, they will be more willing to interact with native Chicheŵa speakers, thereby getting to know and understand the people with whom they will be working. You can draw on your own experiences to interest the students in an aspect of language you are explaining.

You are not necessarily an entertainer, but the art of teaching does include some aspects of a good performance. A good balance of humor, candor, and poise will make this experience pleasurable and profitable for both you and the students. Your anecdotes and interesting bits of cultural information will be invaluable to them. Feel free to use stories, poems, songs, etc. to give your students a "feel" for the culture they will be living in. We have included some materials of this type in the communication/culture units, but you have access to much more. Do not be afraid to use it. Certainly, teaching the volunteers to speak Chicheŵa is your primary concern, but if they can be made more aware of the feelings and attitudes of the people who speak it, they will be more apt to want to use Chicheŵa themselves to find out more.

Context and Exposure

Another factor in language learning is the context in which language is encountered. The situation of a classroom setting with students and a teacher is a formal context. An informal context (natural context) for language acquisition is that of a person acquiring a language by hearing it spoken in a meaningful, relevant manner all around him/her, without being actually taught the rules for speaking it. Children, of course, acquire their first language in an informal context. Sometimes adults who find themselves in a new culture (e.g. immigrants to a country in which another language is spoken) also acquire language in this way. We make a distinction between the words 'acquire' and 'learn'. Acquisition is viewed as a natural, unconscious, untaught process while learning is somewhat artificial, usually conscious, and possibly dependent upon instruction and study.

We will summarize the differences between the child's situation and the adult's situation in more detail later, but one thing to remember is that the amount and kind of exposure to language differs greatly for children and adults. The language which the children hear is all meant to be immediately applicable to the situation around them. That is, speech, used naturally in everyday conversation, is purposeful and occurs in a context which makes it relevant and meaningful. Thus, a child acquires the linguistic form in conjunction with its use as a unit of form plus usage. Often in the formal language classroom, form and use are divorced from each other.

In the formal situation of the foreign language classroom, the language used is often artificial. We often talk about language rather than have the students actually use it. For this reason, there needs to be simulation of real contexts in the classroom. For instance, if you are teaching "introductions" you could set up varied situations in which introductions would be natural, appropriate behavior, perhaps with differences in the way in which introductions occur. We do not always make introductions in the same way. In a formal context in English, for example we may say "May I present Mr. Jones" whereas in an informal context we may simply say "This is Bob". Since your students must learn not only the linguistic forms of the language, but also how to use it properly, you need to set up situations in the classroom in which they can practice these things. Because different styles of language are appropriate in different situations, you need to point out the specific uses to which a particular form may be put and have the students practice using these different styles among themselves.

For example, greeting forms in Chichewa, like those in other languages, change with the degree of formality of the situation. Compare the following exchanges:

Formal	Informal
A: Moni abambo Phiri.	A: Moni achimwene.
B: Moni abambo Banda	B: Zikomo.
A. Muli bwanji?	A: Muli bwa?
B: Tili bwino. Muli bwanji?	B: Ndilipo. Kaya iwe?
A: Tili bwinonso. Zikomo.	A: Ndiliponso.

You need to introduce (and have your students practice) both the formal and informal ways of speaking.

MAJOR LANGUAGE TEACHING METHODS

Throughout the years, there have been a variety of approaches devised for the teaching of a second or foreign language. Each emphasizes (and succeeds to some degree in teaching) a particular aspect of language. But any method will fail if it is used inflexibly. The most frequent flaw in the following approaches is their exclusion of important variables in language learning such as the student's goals, the time allotted to language learning, and the skill of the teacher. (In other words, aspects of the student's motivation and the context of learning.) These are vital elements in any approach.

Since no one approach has consistently achieved effective results, many teachers feel that the best approach is a combination of the strongest aspects of many approaches, tailored to the goals of the students and the circumstances of the situation. You will need to make some decisions of this kind in your position as a teacher of Chicheŵa. The grammar and communication/culture lessons will give you a basic course to follow in teaching. But of course you will need to adapt materials and methods to the specific needs of your students and situation. Since the primary goals of the Peace Corps Language Series is to enable the volunteers to communicate successfully in Chicheŵa, you should be on the lookout for methods, ideas, materials, etc., which you can add to the materials provided in order to accomplish this goal.

What follows is a brief examination of the strengths and weaknesses in the major trends in language teaching in the past 100 years. In evaluating a particular approach, you need to keep several questions in mind:

1. What are the objectives of the method?
2. How successful are the techniques used in achieving the objective?
3. Do the techniques keep the interest and entnusiasm of the learners high, thus maximizing intake?
4. Are the methods appropriate to the goals of the students, the abilities of the teacher, and the circumstances of the situation?

Grammar-Translation Method

This approach, rooted in the methods used to teach classical Latin and Greek as an intellectual discipline, utilizes the memorization of vocabulary lists and word-formation rules. These rules and lists are to be used in the translation of literary passages. The aim of the grammar-translation method was originally to train the mind in logical analysis of language. As modern languages began to gain popularity as areas of study, it is not surprising that the methods used to teach them were adopted from those used to teach the classical languages. But the grammar-translation method was not aimed at teaching people how to speak a language.

Prior to the 20th century, the goal of language teaching was that the student have access to literature in the target language. For this purpose, the grammar-translation method worked reasonably well for very diligent students who were willing to perform the drudgery of memorization and written exercises. However, the method was successful only to a certain extent. The translations produced were grammatically accurate, but often unnatural because the students were trained only in formal literary styles and forms of the language. Slower students taught by this method often drop out of language classes. And, as has been mentioned, oral communication skills were totally ignored.

Direct Method

In the early 1900's, as travel began to become easier and foreign countries were more accessible, it became clear that a method of foreign language teaching which emphasized oral communication was necessary. As a reaction to the grammar-translation method, the direct method soon gained popularity.

The direct method, however, went overboard in the opposite direction, totally abandoning the memorization of vocabulary and the explicit teaching of grammar. In the classroom, students and teachers used only the target language. The teacher was never to supply a native language translation, so a lot of time was wasted in using gestures, miming, etc. to get meanings across.

Underlying this method was the idea that adults could acquire a second language in the same manner that children acquire their first language--simply by being surrounded by it. However, whereas children are exposed to the language they are acquiring at least 200 hours a month for a period of years, the language learners in direct method classes were exposed to the language only a fraction of this time. What is more, other factors such as motivation, personality, and the fact that adults already possess a first language make it impossible to recreate the experience of a child acquiring a first language.

Although the direct method did achieve some success, especially in the areas of pronunciation, in reducing inhibitions about speaking, and in giving the students an incentive to use the language, practical drawbacks plagued it. The direct method requires an energetic, imaginative, and fluent teacher, unlimited time, and high motivation for it to be effective. Even so, the goal of recreating first language experience was unrealistic. Without grammatical explanation, and because the speech occurring in the classroom was generally unstructured, the students' guesses about the language were often wrong. This resulted in fluent, but inaccurate speech, with foreign vocabulary being inserted into native grammatical structures. There was not enough planned practicing of structures.

Mimicry-Memorization Approach

During World War II, linguists, who were formerly associated mainly with anthropology, entered the language teaching scene. They were called on by the U.S. Government to develop courses in languages not being taught in American schools, such as Japanese and Chinese. The foreign language teaching method that resulted was the mimicry-memorization method.

The mimicry-memorization approach was very successful in achieving the goals of language instruction in the military, but factors other than the method alone were at work to insure this success. Students assigned to the language classes had high instrumental motivation and were specially selected on the basis of their high aptitude for language learning. The classes were small and intensive, usually lasting all day for up to nine months, and native speakers served as models.

In the late 1940's the mimicry-memorization method spread to university classrooms, but it was far less effective there, obviously because the situation and the students were completely different. Nevertheless, during the 1950's, the audio-lingual method, a somewhat modified version of mimicry-memorization, became the dominant approach in foreign language teaching.

Audio-Lingual Method

The audio-lingual method, as its name implies, stresses speaking and listening ability almost to the exclusion of reading and writing until the second or third year of instruction. Linguistic theorists of the time considered language to be a set of habits acquired primarily through imitation and repetition, so language learning was thought to progress skill by skill. Based on this idea, the audio-lingual method emphasized the mastery of one pattern or skill before advancing to the next, so that one skill would act as a foundation on which to build the next.

Characteristic of this approach is the pattern practice drill used to teach grammar. A particular structure is presented, then the students use the teacher's stimuli to produce new utterances in the same pattern, substituting the stimulus for the appropriate word in the pattern. Practice continues over and over until the pattern has been "mastered" and the habit can be said to be learned. Unfortunately, this method is very boring, and the students often repeat the patterns without paying any attention to the meaning or the form they are supposedly learning. In addition, after the elementary structures are taught, the audio-lingual method has little to offer. Vocabulary is kept to a minimum, so the students are very limited as to the situations in which they can use the patterns they have learned. Furthermore, memorized patterns are useless unless the student receives the exact memorized "cue" to produce the pattern, something which rarely happens in real conversation.

The audio-lingual approach views the learner as essentially passive in the language learning process. The extent of drill used in this method denies the learner's own creative capabilities in language learning and emphasizes training by stimulus-response. Yet, the learner already has a well-developed reasoning process and can form hypotheses about the language him/herself.

If language were indeed a set of habits, then all one would need do is memorize them. But language is infinite--we constantly hear and produce utterances that we have never encountered before. Language learning is not a process of memorizing actual sentences; it is a process of internalizing the rules of a language so that one can produce an infinite number of sentences using those rules.

Thus, the audio-lingual method concentrated on the surface structure of language, but it is the deep structure rules which allow the production of surface sentences. Those people who did achieve foreign language proficiency by this method are thought to have done so in spite of the method rather than because of it.

Cognitive Approach

The cognitive approach to language teaching is more akin to the idea that individuals do not lose their language acquisition capacity as they grow up, and thus takes a creative role in the language acquisition process. In this approach, the goal is that learners internalize the rule system of the language both through explicit explanation by the teacher and by forming their own hypotheses about the rules by being exposed to meaningful, systematically organized examples of the language. Therefore, teachers are to offer samples of the language in natural contexts and discuss with students the grammatical structures and cultural circumstances surrounding the choice of using those structures. As we will elaborate in the section headed Sociolinguistics, speaking and writing involve making a choice between a number of alternatives available, according to various aspects of the situation such as participants, topic, context, etc.

Because adults have a mature cognitive system, they are able to understand rules that are explicitly explained to them, whereas children often do not have the development required to do this. Also, adults' access to the rule system of their first language leads them to expect certain types of things to be possible in language. The cognitive approach sees learners as whole persons, with attitudes, goals, experiences, etc. which relate to how well they will learn the language. This approach attempts to take into account the motivation of the student, the context of the situation, and the amount and kind of exposure the student receives. All of these variables, we have seen, are important to language learning.

A drawback to the cognitive approach is its demand on the teacher. Teachers need to be able to build a good relationship with their students in order to find out their attitudes and feelings. Teachers need to be observant of their own language and culture, in order to point out those things that the student will need to know to use the language appropriately. Since language rules are largely unconscious, this is often a difficult task. A native speaker of English, for example, may never be conscious of the phonological rules in his/her language that require the varying of the past tense suffix pronunciation according to the sound preceding it (e.g. tag → tagged, [d]; tack → tacked, [t]). The cognitive approach requires that the student be given exposure to the language in a meaningful way, so the teacher must create realistic situations for the classroom, another challenging task. Thus, with less emphasis on highly structured materials and methods, the teacher has more freedom, but also more responsibility.

In summary, each of the methods described above contains aspects which can be highly successful in certain contexts, with certain students, and in the attainment of certain goals. You need to combine the strong elements of each approach into a program tailored to your students and your situation. In your circumstances, time is very limited, but your classes are small and your students will likely be highly motivated. You need to present information in such a way that they will be able to absorb it quickly, and they also need a great deal of meaningful practice. Obviously, the methods you choose will emphasize speaking and listening, giving the students the opportunity to build up their confidence by drills and exercises which lead them into expressing their own thoughts.

HOW CHILDREN ACQUIRE LANGUAGE

All normal children acquire their native language without overt teaching, and they acquire it perfectly and completely. Children do this in generally the same way, with approximately the same timetable, whatever the language. Furthermore, even though the language samples to which the child is exposed may vary widely, children still acquire a systematic rule system for the language (or languages in a bilingual household) surrounding them. Despite mistakes, false starts, and language far beyond their comprehension level at the time, children are able to induce the underlying generalizations they need to be able to use the language themselves.

Language is far too complex to be mastered through imitation, memorization, or stimulus-response alone or in combination. One of the essential characteristics of human language is its productivity--that is, that speakers of a language can produce and comprehend an infinite number of novel utterances. Given the diversity of input that children receive, they must play an active role in the language acquisition process. It is believed that humans possess an innate capacity for the acquisition of language which directs the way in which children observe and analyze the language data they encounter.

Children approach language acquisition in different ways. Some, for example, imitate a great deal, while others seldom do. Some children attempt to speak in whole sentences (intonation shows this) while others follow a step by step process.

Children also produce utterances that are clearly not the result of some imitation and memorization process. Such examples as "allgone Daddy" or "he goed" are not repetitions of adult utterances.

That children are developing a system of rules is illustrated also by the kinds of mistakes they make. Children in their early language acquisition produce a variety of forms (including irregular ones) correctly, such as 'went' and 'feet'. Then, they suddenly switch to forms such as 'goed' (or even 'wented') or 'foots' or 'feets', ignoring such irregular exceptions to the rules for English past tense and plural. The explanation for this is that the child, having learned the rules for past tense inflection,'-ed' , or the plural '-s', overgeneralizes the rule to cover the exceptions. This generalization and overgeneralization reflects the mental processes of the child's growing rule system. Preliminary research has also shown that learners of English as a foreign language make the same types of overgeneralization errors, leading researchers to hypothesize that language acquisition continues in the same manner for both children and adults regardless of age or whether the language is being acquired as a first or second language.

Relation to Adult Language Mastery

The fundamental differences between the situation of children acquiring their first language and adults learning their second have already been mentioned throughout this discussion. Let us summarize them here:

Maturity. Adults already have a matured cognitive and experiential system upon which they rely for learning. Thus adults can learn through explicit explanations, and often expect to. Since they have already developed strategies for approaching new things, they may be somewhat less capable of inductive reasoning (reaching generalizations on the basis of particular date). This innate capacity, however, is not entirely lost. It is believed to play an important role for the adult as well as for the child. In language learning, then opportunities for both learning and acquisition (natural induction of rules) must be provided, since both systems are used.

The habits of adults' vocal tract muscles and nervous system are already formed for the pronunciation of particular sounds. This may cause some problems at first since the adult hears in terms of his/her own phonological system. Thus, the teacher needs to overtly point out the differences between the articulation of foreign language and native language sounds. Students will not necessarily notice the differences by themselves. This is a minor point in terms of the acquisition of language, but it results in exposure and use of a second language.

Pronunciation is still an area of controversy, since not enough research exists as to the "causes" of adults' accents. Both phsyiological and psychological factors seem to be involved. In a unique experiment, researchers found that pronunciation improved when speakers had imbibed a certain amount of alcohol. The conclusion was that the alcohol reduced the speakers' inhibition enough so that they were better able to empathize with the target language group and want to speak with them.

Adults, it is thought, use their accent to identify themselves appropriately in terms of their cultural identity. They have no motivation to change something which communicates perfectly well who they are. In addition, personality factors may make adults fear that they will "sound funny" speaking the target language.

Context and Exposure. Children are exposed to language long before they speak it and thereafter must use it all their lives. Adults are exposed to a foreign language in a much more limited way, and do not need to rely on it for fulfillment of their needs. In addition, the exposure occurs in relevant, meaningful contexts for children, but for adults learning a foreign language, the context is usually a formal classroom where the situations are artificial. For these reasons, it is more difficult for the adult to learn language in "chunks" of form plus use as the child does.

Errors. The errors made by adults acquiring a particular language as a foreign language and the errors made by children acquiring that language as a native language have been found to be similar. This points to the fundamental similarity in the acquisition process of forming generalizations about the target rule system for both children and adults. Errors, then are not "bad"; they are evidence of ongoing progress in the acquisition process.

Motivation. Children have built-in motivation to communicate with those around them and have their needs met. Adult motivation has many more complicating factors of personality, mood, etc.; for this reason, more responsibility falls to teachers to keep the students interested and motivated to learn.

SOCIOLINGUISTICS

Just as children acquire the linguistic rules of their language by being exposed to speech, they also acquire sociocultural knowledge of how the various elements of their language are to be used in communication. They gradually come to know when, where, with whom, on what topics, and in what manner it is proper to converse. This knowledge is termed sociolinguistic because it is not only knowledge of the linguistic rules for making utterances, but also the rules for using the language appropriately in social situations.

Different communities (even with the same language or dialect) differ in their ways of speaking. This is evidenced by the judgments we make about people everyday largely because of the way in which they speak. We can make decisions as to a person's social status, age, region of birth, ethnic background, etc. solely on the basis of such things as vocabulary choice, pronunciation, grammar, and intonation. This is because language, like other forms of social behaviour, tends to be uniform within a particular social group. And besides reflecting the characteristics of the groups to which the individual belongs, sociolinguistic behavior must also vary according to the particular occasion or situation. Degrees of politeness, for example, are signalled by different linguistic forms. Some situations may require formulaic responses, and saying anything different would be thought very odd. For instance, if someone says "odi" to you, you reply "odini". If you were to say something different or if you did not say anything at all, your behavior would be noticeably inappropriate. Greetings are often the occasion for formulaic responses. Sociolinguistic rules cover all aspects of behavior in which language is involved.

The norms for language use in any community reflect the beliefs and values of that community. Children acquire these norms naturally, but for the foreign language student, it is not so easy. Because adults already have a sociolinguistic system, they are apt to interpret the behaviors of the new culture in terms of the norms for their own. For instance, the politeness of Malaŵi society may strike Americans as extreme related to their experience with American politeness rules. The use 'zikomo' (meaning 'thank you' or 'excuse me') may be used excessively from an American's point of view. They may therefore interpret Malaŵi politeness as phoniness or stealth. This would be an unfortunate interpretation, of course, but, until they learn otherwise, the foreigner reacts in terms of the norms of their own speech community.

For these reasons, it is important that the rules and reasons of language use be made explicit for the students in the classroom. Regarding the use of 'zikomo' then, the teacher will need to explain the situations in which this is an appropriate thing to say (when passing by someone, when one wants to interrupt, when one wants to leave, etc.) and insist that the students put it to actual, correct use in the classroom. Language is not just a means of communicating information. It is a very important means of establishing and maintaining relationships between people. People do not passively use their language; they make active choices among alternatives as a strategy in making an interaction come out in their favor. Sometimes, for example, one might not want to speak in the formal style (in a very casual situation, for instance). Or, at other times it may be appropriate to use English rather than Chichewa (on the telephone, for example). If the Peace Corps volunteers are to perform their functions well, they need to be made aware of the norms for using Chichewa in the most effective way.

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PART II

MATERIALS AND METHODS

INTRODUCTION

The Peace Corps Language Book Series consists of three items: this teacher's manual, and Books I and II containing both grammar materials (the 'A' Lessons) and communication/culture material (the 'B' Lessons). You have already been introduced to the purposes and design of the teacher's manual. Knowing the information contained in Part I of the manual will make Parts II, III and the other language materials more useful and understandable. The language materials (grammar lessons and communication/culture lessons) are described below.

CHICHEŴA LANGUAGE MATERIALS

Language consists of rules for making utterances. These rules, for a native speaker, are unconscious. That is, native speakers of English do not think "now I am going to place an adjective in front of a noun" each time they do it, yet there is a "rule" in English which requires that adjectives normally precede the nouns they modify. In Chicheŵa, a rule requires adjectives to follow their nouns.

You can see, then, that mastering a foreign language presents a formidable task to the learner, since no language has had all its rules adequately described. Thus, language learning (which involves explicit explanation of the rules of a language) and language acquisition (naturally inducing rules from exposure to language data) must both be at work for a person to master a foreign language. While the teacher explains as many rules as possible to the student, the student is also acquiring the rule system of the language just by hearing and using the language. This is the reason that there are two parts (A and B) to the language books in this series, the grammar lessons and the communication/culture lessons. The first gives the students the rules. The second gives them actual language usage situations in which to practice the rules they have learned and to acquire new ones.

The grammar lessons are designed to give your students the linguistic rules of Chicheŵa. The communication/culture lessons will give them some sociolinguistic rules, to which you will be able to add many more. A person must know not only *how* to say something, but *what* is appropriate to say.

USING THE GRAMMAR MATERIALS - THE 'A' LESSONS

Each grammar lesson concentrates on specific rules for using Chicheŵa. A grammatical explanation is given, followed immediately by exercises to give the students practice using the rule. Since the students are in class for so many hours, they need not be required to read the lessons before they come to class. They should, however, be assigned to do the summary exercises at the end of each lesson when the lesson has been completed in class. Then, each class should begin with a review of what has been learned previously. You may want to go over the review exercises plus add some questions of your own as you ask the students for oral answers (e.g., "How do you say 'My father is here'?" or "What is the plural of *munthu*?").

You will need to have prepared your language lessons in advance by reading through them and by reading the notes on each lesson in Part III of this manual. You should jot down notes on how you will present the concepts to the students and what examples you will use. *Limit your examples to those given in the book and the corresponding lesson of the communication/culture materials.* If the students specifically ask for a vocabulary word, give it to them, but do not emphasize vocabulary in your teaching. Introducing too much at this point will only confuse and frustrate the students. Instead, be sure that the vocabulary contained in both the grammar and communication/culture lessons gets used often, over and over in class.

During class time, you will need to go through the grammatical explanations thoroughly, writing (and pronouncing) examples on the board and having the students repeat them. *Correct their pronunciation, being especially careful to draw their attention to the tone of the words.* Also, have the students complete each set of exercises. You may use the exercises orally, by asking the students for their responses or you may have them write their answers first, then call on them to answer. Vary your approach. Sometimes, have the students come to the blackboard and write there the responses they have already written in their books. You can then ask individual students to "correct" the sentences on the board orally. In this way, spelling errors can be noted as well.

Remember, grammatical explanation is not enough. You must give the students an opportunity to practice using the rule you have just explained. As the students answer your questions, check for pronunciation (including tone) and correctness. You should also encourage their questions and answer them as clearly and briefly as possible. Do not get involved in long grammatical explanations which the students cannot immediately use. SPEND TIME USING THE LANGUAGE, NOT TALKING ABOUT IT. You may want to end the class period by having the students close their books while you ask them questions in Chicheŵa which require them to use the structures they have just practiced. Or, ask them to try and state in rule form the principles behind the grammatical forms they have just worked with.

How do you know if the students are making progress in understanding and internalizing the grammar? You can test them in various ways. In the classroom you can observe the number and kinds of mistakes they make when you ask them to answer spontaneously without written work on their books in front of them. You should call on all the students equally, so that both the strong and weak students have the opportunity to practice. If you notice that a particular student is having difficulty, work with that student individually or advise him or her to review the exercises on the points with which he/she is having difficulty.

You may also want to make up short tests using some of the exercises from the lessons the students have already practiced. Finally, you can ask your students to tell you what they are having difficulty with and what points they wish to have more practice on. You can give them supplementary exercises to do in addition to the ones given in the grammar lessons.

USING THE COMMUNICATION/CULTURE MATERIALS - THE 'B' LESSONS

Each communication/culture lesson is based on one aspect of Malaŵi culture. This is presented in a dialogue, monologues, story or other appropriate form. These communication/culture lessons will provide you with the most opportunity to be creative with the Chicheŵa language in the classroom, for you to add a lot of information to the basics presented in the book. The Exercises section will tell you what you can do with the basic material in the Presentation section of the communication/culture lessons. You will need to familiarize yourself with the particular cultural information given in each lesson before you come to class to teach it.

It is best to use the lessons in order in which they are presented. They are coordinated with the grammar lessons so that the grammar that is taught can be practiced by using the activities in the communication/culture lesson. You will need to switch back and forth between the grammar and communication/culture lessons. This will help to keep the students interested in what they are doing and will provide a relevant context for them to use the grammatical rules which they have just practiced in drills.

The communication/culture materials vary slightly from lesson to lesson, but the following is the general format:

1. Presentation (dialogues, monologue, story, or the like)
2. Explanatory Notes/New Expressions (English translations of important or new parts of the material)
3. Usage (information about proper social usage of the materials presented in the presentation section)
4. Cultural Notes (sociolinguistic background related to the material in the presentation)
5. Exercises (suggestions for using the material in different ways in the classroom for practice)
6. Survival Vocabulary (more expressions, vocabulary to insert into the presentation format or to use in related situations)
7. Supplementary Material (another dialogue, story, etc.)

When you use the communication/culture lessons, the emphasis is on speaking and listening practice. The students need to become accustomed to relying on their ears to get information in Chicheŵa rather than on their eyes as they would in reading explanations and dialogues. It will be difficult for them to understand and get used to the idea that they must do this. They will want to rely on reading the presentation sections rather than on just hearing them, but you need to adivse them of the importance of the latter. Advise them not to read the presentation before they come to class. In this way, their first encounter with the material will be through listening to it and this is the way they will encounter it in the real world. Encourage them to "guess" at the meaning of conversations they hear around them and at the meanings of the dialogues and stories they hear in class before you explain them. Explanation is important as well, for you want the students to have the correct meaning if their guesses are wrong. Nevertheless, being able to guess intelligently about meaning from context is an important skill in language and needs practice.

CLASSROOM ATMOSPHERE

The atmosphere of your classroom is as important to your students' success in learning Chicheŵa as the grammatical and pronunciation rules which you will teach them. Both teaching and learning a language are hard work and this makes the attitudes and feelings of the students and the teacher very important in the formal context of the classroom. The personal relationship which you are able to establish between yourself and the students will have a significant effect on how well they learn the language and how enjoyable and interesting the task is for all of you.

Your students will learn better if they are at ease with you and with their fellow students. Be informal, but not undisciplined. Although you should encourage your students to talk with you and relate with you in a friendly, relaxed way, you still need to take the leadership role in the classroom, so that the work that must be covered is sure to get done.

Develop a spirit of cooperation in the classroom. If students are working together as a team, it will not be important that one student is faster than another. All the students need your praise and encouragement; you don't need to scold a slower student. If a student is being uncooperative, talk to him/her outside of class and explain that his/her behavior is hampering the progress of the class as a whole.

The students should feel free to ask questions and make mistakes. They need to know that you welcome their efforts to use the language from the beginning. Mistakes need not be avoided, and you do not need to try and correct every one they make. Concentrate on the particular item with which you are working at the time and correct indirectly by repeating the student's utterance in its correct form. If many students make the same error, this is a clue for you to go back and explain that point again and give them more practice in it.

Be patient with your students' attempts to use the language. Encourage them to use it as much as possible. Use Chichewâ in the classroom at every opportunity. Occasionally you will need to use English to explain something or give a translation, but be very careful about this. Because English is easier for your students, they will naturally want to use it to express themselves clearly. They must be given maximum opportunity to use Chichewâ if they are to use it successfully when they leave the class.

One danger of a formal classroom context is that the teacher does most of the talking. The students, who are most in need of practice, are silent. In an informal language acquisition context, a person is forced into using the language to satisfy every need. Therefore, the less YOU say in the classroom, the more your students will have to say. As we have seen in our examination of the theoretical background to language teaching, an adult students needs both grammatical explanation and practice, and, in most cases, practice is what is lacking in most language learning situations. Your classroom needs to provide not only good explanation and discussion of grammar points, but also enough opportunities for every (not just the strong) student to have controlled practice and correction. The students need to work from basic repetition and patterns to inserting their own words into the patterns, to free expression with the words and structures they have learned. Free conversation periods, with the teacher available for help, are also a good way to get the students accustomed to interacting in Chichewâ.

Listen to your students. Many of them will have good suggestions to make to you about the kinds of help they need, the kinds of activities they would like to do, and the kinds of things they would like to study. If they do not offer suggestions, ask them from time to time.

Finally, be prepared for class by preparing more material than you will need. Sometimes lessons will go much faster than you expect and other times, you may need to spend extra time. Use humor, have fun, play with the language and have the students play with it. Creativity is a valuable tool to language learning.

USING ENGLISH AND CHICHEŴA IN THE CLASSROOM

Just as different styles of language are used in different situations, so different languages are appropriate for different functions. In the classroom, you will need to be aware of how much of each language you are using. If too much English is being used, the students will not be getting maximum practice in Chicheŵa, the language they must learn. If too much Chicheŵa is used, a lot of valuable time can be wasted if the students do not fully understand meanings and directions.

In general, you will need to explain grammatical points and give translations in English. As soon as the students have learned a certain word or phrase in Chicheŵa, however, try to use that word or phrase in the classroom as much as possible in appropriate contexts. For example, on the first day you will need to teach the students "classroom directions" such as "listen", "repeat", "open/close your book", etc. You should then use the Chicheŵa forms of these instructions rather than the English. From the first day on, you and the students will be able to greet each other in Chicheŵa. Insist that these greetings be used where appropriate rather than the English ones.

Since English is obviously the easier language for your students to use, they may be shy about expressing themselves using unfamiliar sounds, thinking that they "sound funny". This is one reason why your relaxed and friendly classroom atmosphere is important--to lessen the students' inhibitions about speaking in Chicheŵa.

In sum, you need to encourage the use of Chicheŵa at every opportunity, depending upon the students' competence and appropriateness of the situation. You need to use Chicheŵa with the students and to require them to respond in Chicheŵa even though you know English. Let them struggle a bit to understand and respond in this new language. Nevertheless, do not be afraid to use English where a lot of time would be wasted getting something across in Chicheŵa.

DRILL AND EXERCISE PROCEDURE

When conducting the drills and exercises in this course, always remember that the aim of any activity is to cause the students to make meaningful utterances in the target language. Thus, it is always better that students (1) know the meaning of the words they are saying, (2) speak in whole sentences or phrases rather than in single words, and (3) converse with each other and with native speakers of Chicheŵa in an appropriate way in terms of the situation, the topic, and participants. The language used should sound natural, not contrived to illustrate a specific grammar point. Thus, students should form their own sentences at every opportunity rather than just repeating. Furthermore, they should answer questions and make comments that have some relevance to their immediate situation. Work from controlled exercises and drills to opportunities for free expression in Chicheŵa.

Learning to conduct drills and exerciese well will take some time and experience. Here are several points to follow when conducting drills:

1. Call on students at random, not in any set pattern.
2. Move quickly through the drill, setting a fast pace. If a student cannot answer immediately the first time you perform a drill, give him/her time to think or a hint. The second time you go through the drill, give each student only a short time to come up with the answer. If he/she cannot, then call on another student, coming back to the first student for the next answer.
3. Correct by repeating the student's utterance correctly If the student makes a persistent mistake, indicate the source of his/her mistake and have him/her repeate correctly after you.
4. Go through each drill several times, not just once. Every student should have the opportunity to answer several times in each exercise. Keep going until the answers come quickly and surely.
5. If, during the drill, the students are having difficulty, go back and explain the concept again.

TEACHING DEVICES FOR USE WITH THE COMMUNICATION/CULTURE LESSONS

The general format to follow when teaching material from the communication/culture is discussed in Part III of this manual. This section will describe specific devices or techniques which will be referred to in the section headed Notes on Individual Lessons. These devices are not presented in any particular order of importance; you will need to choose the techniques most appropriate to the activities of a particular classroom session. Follow the descriptions and the samples given here to create your own exercises and devices, uniquely suited to your specific group of students and their needs and interests.

The following devices are described:

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DEVICE A: DIALOGUE

DESCRIPTION: A dialogue is a short conversation, usually between two people who are talking about an everyday activity. The learner should memorize the most important sentences in the dialogue into which he/she can insert his/her own words.

PROCEDURE: The general procedure for using the dialogues is described on pages 58 and 59 of this manual in the General Procedure section. Present the dialogue using gestures, pictures, etc. to get the meaning across. The students must guess the meaning. Then explain. The aim is to have students speak the language as it would actually occur in natural situations.

SAMPLE:

	DIALOGUE		TRANSLATION
A:	Moni abambo.	A:	Good day sir.
B:	Zikomo.	B:	Thank you.
A:	Mwagona bwanji?	A:	How are you?
B:	Ndagona bwino. Kaya inu?	B:	I'm fine. And you?
A:	Inenso ndagona bwino.	A:	I'm also fine.
B:	Kunyumba kuli bwanji?	B:	How's everyone at home?
A:	Kunyumba kuli bwino ndithu. Nanga mayi ndi ana?	A:	Everything at home is well. What about your wife and chilren?
B:	Ali bwinonso. Zikomo.	B:	They're also well. Thank you.

VARIATIONS:

1. Instead of having students open their books to read a dialogue, write it on the board. As you repeat and practice it, erase those forms which you want the students to memorize, word by word or phrase by phrase.

2. Divide the class into pairs and have them converse with each other using the dialogue, but inserting other forms into the correct places.

3. Have two halves of the class take the two parts of the dialogue, practicing it.

DEVICE B: DIALOGUE (FRAME-TYPE)

DESCRIPTION: A frame dialogue is a dialogue which has blanks in it for the students to insert their own information to complete the conversation.

PROCEDURE: After the class has practiced a full, regular dialogue, give the students a similar dialogue with "holes" in it for them to fill. For example, if the original dialogue dealt with greetings and introductions, the frame dialogue might deal with the same subject, but in the evening instead of the morning, or with introducing someone of high status or oneself, or a friend. Teach phrases for use in other situations or at other times of the day.

SAMPLE: FULL DIALOGUE:

(students repeat and practice)

A: Moni alendo!
B: Moni abambo!
A: Muli bwanji?
B: Ndili bwino. Kaya inu?
A: Ndili bwinonso. Zikomo.
B: Zikomo kwambiri.

FRAME DIALOGUE:

(students fill the blanks in as many different ways as possible)

A: Moni ______________________.
B: __________________________.
A: Muli bwanji?
B: ___________ bwino. ______________?
A: ________________. ________________.
B: ________________.

VARIATIONS:

1. Divide the students into pairs and have them practice with each other, alternating A's and B's part and changing the conversation (within the frame provided) in as many correct ways as possible.

2. Put the frame on the board and have individual students fill the blanks orally or in writing.

DEVICE C: RECITATION (FRAME-TYPE)

DESCRIPTION: The students are given a short series of sentences into which they insert true information about a particular topic.

PROCEDURE: Give the students a set of sentences. (Put the frame sentences on the blackboard.) Call on each student in turn to fill the blanks with information about the topic.

SAMPLES: RECITATION FRAME -- Subject: Myself

Dzina langa ndi ____.	My name is ____.
Ndimachokera ku ____.	I come from ____.
Ndine ____.	I am ____.
Ndili ndi zaka ____.	I am ____ years old.
Ndinabadwira ____.	I was born ____.
Ndili ndi ____ achimwene ndi ____ achemwali.	I have ____ brothers and ____ sisters.
Ndinakwatira/Ndinakwatiŵa.	I am married ____.

RECITATION FRAME -- Subject: My Family

Dzina ____ ndi ____.	____ name is ____.
Bambo wanga ____.	My father ____.
Mayi wanga ____.	My mother ____.
Chemwali ____.	____ sister ____ years.
Achimwene anga ____ zaka ____.	My brother ____.
Agogo ____.	My grandparents ____.
Chemwali ____. okwatiŵa ____.	____ married sister.

RECITATION FRAME -- Subject: My Job

Ndine ____.	I am ____.
Ndimagwira ntchito ____.	I work ____.
Ntchitoyi ndi ____.	This work is ____.
Ndimagwira ntchito masiku ____. pamulungu.	I work ____ days a week.
Ndimapita pa ____. kuntchitoyi.	I go by ____ to work.

VARIATIONS:

1. Ask a student to report in English or Chicheŵa the information which another students has just given about himself ("His name is --," "He has ___ brothers and ____ sisters," etc.).
2. Divide the group into paris, give them the frame and have each student find out the information about the other student. Then have the student give the recitation about his/her partner.

DEVICE D: RECITATION (SPEECH-TYPE)

DESCRIPTION: The student uses a list of words to construct a short (1-2 minute) speech. It is spoken, not written. Other students then ask questions of the speaker.

PROCEDURE: Put a list of vocabulary words on the blackboard which can be used in describing a certain subject. If the students do not know the meanings of some words, explain to them. Give the students a minute or so to plan their speeches, then have them speak for 1-2 minutes. Other students should be encouraged to ask the speaker questions when he/she has finished speaking.

SAMPLES: Recitation--Subject: My Family

mayi	'mother'
bambo	'father'
chemwali (mlongo)	'sister'
achimwene	'brother'
achimwene akulu	'older brother'
achemwali ang'ono	'younger sister'
achimwene ang'ono	'younger brother'
mwana/ana	'child/children'
mwalira	'die'
okwatiŵa/okwatira	'married (female/male)'
osakwatiŵa/osakwitira	'single (female/male)'

Recitation--Subject: Fishing

nyanja	'lake'
mtsinje	'river'
dziŵe	'pond'
damu	'dam'
ukonde/maukonde	'net/nets'
bwato	'canoe'
msodzi/asodzi	'fisherman/fishermen'
madzi	'water'
dambo	'swamp'
kuwedza	'to fish with a net'
nsomba	'fish'
matemba	'minnows'
chambo	'a kind of fish from Lake Malawi'
ng'ona	'crocodile'
kuya	'to remain in one place'

Recitation--Subject: Farming

khasu	'hoe'
mpini	'handle'
minda	'fields'
mbewu	'seed/seeds'
kudzala/bzala	'to sow'
kukolola	'to harvest'

SAMPLES:

kapalepale	'go and weed'
nkhwangwa	'an ax'
chikwanje	'a large-bladed knife'
chimanga	'maize'
mtedza	'groundnuts
thonje	'cotton'
kusosa	'to hoe lightly'

VARIATIONS:

1. Construct the recitation as a class, each student adding one sentence. Write the sentences on the board.

2. Have the students write their recitations instead of giving them orally.

DEVICE E: DIRECTIONS

DESCRIPTION: The student is given some oral directions which he/she must perform. These directions can be given by the teacher or by another student.

PROCEDURE: Choose a student to perform the actions. Give the commands. As the student does the action, have him/her say in Chicheŵa what he/she is doing.

SAMPLES: Directions--Subject: Classroom Actions

Dzuka pampando. 'Get up from your chair.'
Pita kublackboard. 'Walk to the blackboard.'
Tenga choko. 'Take the chalk.'
Yang'ana pablackboard. 'Face the blackboard.'
Lemba dzina lako loyamba. 'Write your first name.'
Musiye choko pansi. 'Put the chalk down.'
Bwerera kumalo kwako. 'Return to your seat.'

Directions--Subject: Daily Activities

(Have one student "play" the mother and one student play the child and follow the mother's directions.)

Dzuka kwacha. 'Get up at dawn.'
Pita kasambe. 'Go and wash.'
Idya chakudya. 'Eat the food.'
Tenga mabuku ako. 'Take your books.'
Pita kusukulu. 'Go to school.'
Mvera mphunzitsi. 'Listen to the teacher.'
Weruka. 'Leave and go away.'
Bwerera kunyumba. 'Come back home.'
Pita kaseŵere. 'Go and play.'
Ŵerenga mabuku. 'Read some books.'
Kagone. 'Go to sleep.'

VARIATIONS:

1. Have each student in turn give the performing student a direction to follow.
2. Center the directions around a specific action, such as preparing a kind of food, operating a tape recorder, etc.
3. As the student is performing, ask the other students to describe what he/she is doing.

DEVICE F: PICTURE DESCRIPTION (PEOPLE)

DESCRIPTION: Each student describes a picture of a person which has been cut from a magazine, newspaper, or which is simply chosen from the student book.

PROCEDURE: Give each student a picture (or tell each student to choose a picture from the book). Model this exercise by describing your picture first. Tell them to listen to your description and then ask you questions about your imaginary person.

SAMPLE: PICTURE DESCRIPTION -- Person

Uyu ndi Joni. Ali ndi zaka makumi aŵiri ndi zisanu ndi ziŵiri. Amakhala mmudzi wa Namadzi ndi makolo ake. Sanakwatire ndipo amaphunzitsa Chizungu kusukulu ya St. Mary's ku Zomba.

This is John. He is 27 years old. He lives in Namadzi with his parents. He isn't married and he teaches English at St. Mary's school in Zomba.

VARIATIONS:

1. Give your description once, then repeat it, asking the students a question after each sentence. For example: "Uyu ndi Joni." "Uyu ndi yani/ndani? ('Who is this?')

2. You can give the students a list of categories which they must use in describing the person. Here are some to use:

Name
Age
Birthday
Place of Birth
Nationality
Language
Residence
Family Members
Occupation
Salary
Educational Level
Religion
Favorite Sports
Hobbies
Interests
Friends
Political Beliefs
Hopes, Dreams

DEVICE G: PICTURE DESCRIPTION (GENERAL)

DESCRIPTION: Use one large picture that the whole class can take turns commenting about or give each student a picture. The students describe the objects and actions in the picture.

PROCEDURE: Put the large picture in front of the class or give each student a picture cut from a magazine or newspaper or have each student choose a picture from your book. Model this exercise by describing a picture yourself.

SAMPLE: PICTURE DESCRIPTION -- A Family Scene

Ichi ndi chithunzi cha banja lina kubwalo kwa nyumba yawo. Kumanja kuli Mary. Mary ndi mwana wamkazi otsiliza. Kumanzere kuli Tom ndi Bill. Tom ndi mwana oyambilira wa mwamuna. Mayi ndi bambo ali pakati. Bambo anyamula Joni mnzake wa Mary.

(Translation)
This is a picture of a family outside their home. On the right is Mary. She is the youngest daughter. On the left are Tom and Bill. Tom is the oldest boy. The mother and father are in the center. The father is holding Joni, a friend of Mary's.

VARIATIONS:

1. Using (or drawing) pictures of common objects, have the students describe the object, tell its name and how it is used.
2. Have a student go to the blackboard and draw a picture that another student instructs him/her to draw. This can be done with or without pictures.
3. A picture in which people are doing things is helpful in practicing verb tense.

DEVICE H: ROLE PLAY

DESCRIPTION: A role play is a very short presentation in which the students take assigned parts and speak with each other in a manner appropriate to their assigned role in the situation.

PROCEDURE: Describe a situation for the students which includes several characters who must verbally interact. Have the students suggest what the people in such a situation might say in Chicheŵa. Put these phrases on the blackboard. Also teach the students other phrases that would most likely be used in the situation.

Then choose students to play the characters in the situation. Have them perform it in front of the class. Then discuss the appropriateness and correctness of what was said and done. (Try not to interrupt the role play until it is over; then choose a few gross errors and comment on those.) Then have other students perform the role play again.

SAMPLES: ROLE PLAY -- Situation: Accident

Mr. Chadzala's goats destroy the neighbor's crops since they were not properly looked after by Mr. Chadzala's sons. The neighbor lodges a complaint to the chief of the village. There is a hearing and a final settlement.

Characters: Mr. Chadzala
The offended neighbor
The chief
The sons of Mr. Chadzala

ROLE PLAY -- Situation: Birth Ceremony

Describe a birth ceremony for the students, incorporating some of the following roles. Then have them play the roles.

Women (Only "mature" women can attend the ceremony)
Father of the Newborn
Mother of the Newborn
Other family members who take part in the naming of the infant and in giving instructions to the mother regarding the family "code" of upbringing.

ROLE PLAY (CONTINUED)

ROLE PLAY -- Situation: Winning a Contest

SAMPLE: One evening in a hotel bar, the bartender receives a phone call telling him that he has just won $1000 in a contest. He hangs up the phone in a very surprised way and a customer asks him what the matter is.

Characters: Bartender
A Malaŵian customer
A Peace Corps volunteer
The owner of the bar

VARIATION: Select a topic (going to market, eating at a restaurant, visiting a friend's house, going to the hospital, etc.) and divide the class into two or three small groups. Have the groups work to create a role-play complete with dialogue that would occur in that situation.

DEVICE I: NARRATIVES (INFORMATION TYPE)

DESCRIPTION: A narrative is a short paragraph giving information or telling a story. The narrative provides a base of information that is then used by the students to answer questions posed about the information by the teacher.

PROCEDURE: First, put new vocabulary and phrases on the board and discuss them with the class. You don't need to put all the words up, just the important ones. Read the narrative through without stopping, reading as close to normal speed as possible. Ask a general question: 'What is this narrative about?'

Then, read it again, a bit slower. Ask the students comprehension questions about each sentence in the narrative. If the students are having difficulty answering the questions, read each sentence separately and ask a question after it.

SAMPLES: NARRATIVE -- Subject: Harvesting

M'mwezi wa April anthu ambiri amakhala akukolola chimanga m'minda yawo. Ndi nyengo yokondweretsa ndithu poti ponseponse pamapezeka zipatso zosiyanasiyana monga mapeyala ndi zina. Poyamba chimangachi amachisiya myulu m'mundamo. Chonse chikatha kukololedwa amayamba kuchitutila kunyumba. Chili pakhomo makoko a pamwamba amachotsedwa. Atatero chimanga chija chimasungidwa munkhokwe.

Sample Questions:

1. Kodi anthu amakhala akutani my April?
2. Zipatso zanji zimapezeka panthaŵiyi?
3. Kodi nkhokwe ndi chiyani?
4. Kodi makololedwe a chimanga ndi otani?
5. Chisanaikidwe chimanga munkhokwe?
6. Amachita nacho chiyani?

NARRATIVES (CONTINUED)

SAMPLES:

(Translation)
In the month of April, many people harvest the maize in their fields. It's really pleasant weather. Everywhere various kinds of fruit such as pears, etc. are found. First they leave this maize in heaps in the field. After all of it is finished being harvested, they begin to carry it to the house. It's outside that the husks are removed. After doing this, the maize is kept in a granary.

NARRATIVE -- Subject: Initiation Ceremony

Anthu onse pamodzi ndi abale ndi makolo a ana ovinidwawo amakhala otanganidwa tsiku loika simbalo. Usiku onse akhala akuvina pokonzekera tsikuli. Madzulo atafika ana aja amawatengera kusimba nthungululu zili pakamwa. Abambo a ana aja pamodzi ndi anankugwi amapita nawo. Koma amayi amatsala m'mudzimo ndipo nkhope zawo zimakhala zokhumudwa.

Sample Questions

1. Kodi abale a ana amachita chiyani tsiku loiku simba?
2. Usiku kumakhala chiyani pa nthawi yoika simba?
3. Ndi chifukwa chiyani amayi amakhala ndi nkhope zokhumudwa?

(Translation)
Everybody, including the children's parents, is very excited and happy on the day of the initiation ceremony. They have been dancing all night in preparation for the day. When evening comes, the children will be taken to the initiation camps with ululations. The fathers of the children and advisors accompany them. However, the women remain in the village with solemn faces.

NARRATIVES (CONTINUED)

SAMPLES:

NARRATIVE -- Subject: Repairing a Flat Tire

Pofuna kukonza galimoto pamafunika kukhala ndi zipangizo zake zoyenera monga masipanala ndi zina zotero. Kasinthidwe ka tayala ndi kotere. Choyamba masulani pang'ono manati a tayalalo. Mukatero kwezani galimoto mbali ya tayala lakuphwalo ndi jeke. Momwemo masulani manatiwo kwathunthu. Mwatani; mukatero bwanzelani tayalalo mwatsatane-tsatane m'malo mwake.

Sample Questions

1. Kodi pamafunika chiyani pofuna kukonza galimoto?
2. Tiyenera kuchita chiyani ndi galimoto pofuna kukonza tayalalo kuphwa?
3. Ndi chifukwa chiyani manati a galimoto ayenera kumasulidwa pang'ono tisanalikweza galimoto kuwakunthu?

(Translation)

To fix a car, one needs to have all the necessary equipment, for instance, wrenches and other gadgets. This is how a flat tire is changed: First, loosen the wheel nuts a little. Then jack up the car on the side of the flat tire. And then completely loosen the wheel nuts. Remove the tire and mend the tube. When this is done, replace everything in the same order.

VARIATIONS:

1. Read the narrative sentence by sentence, stopping after each sentence to ask questions. For example, "And then completely loosen the wheel nuts." Questions: "Loosen what?", "How?", "After doing what?", "Before doing what?", "Loosen the wheel nuts or the wheel?", "Repeat the whole sentence."

2. Ask several types of questions: Yes/No questions, Question word questions (who, what, where, why, how long, how much, when, etc.) and Either/Or questions (Does it last two months or three months?).

DEVICE J: NARRATIVE (STORY TYPE)

DESCRIPTION: Like the information narrative, the story narrative gives information. In this case, the information is in story form, however.

PROCEDURE: Model the story narrative by telling a story to the students in Chicheŵa. (Put new words on the blackboard as you go along or before you begin the story.)

Then ask the students questions about the story to see if they understood what happened in it.

Finally, ask them to tell short stories in Chicheŵa. They can describe an experience which they have had or tell a joke or repeat a story which they have heard in Malaŵi or any related type of narrative.

SAMPLE: NARRATIVE (Story) -- Subject: Turtle and Baboon

Kamba anali ndi bwenzi dzina lake Nyani. Tsiku lina bwenzi lakelo linamuitana kuti apite kukacheza kwawo. Atafika mkazi wa Nyani anakonza chakudya, ndipo nthaŵi itafika yoti adye Nyani analiuza bwenzi lake Kamba kuti ankhale pampando kuti ayambe kudya chakudya patebulo. AKamba analephera kukhala pampando ndipo anabwerera kunyumba kwawo ali ndi njala ndinso manyazi. Pasanapite masiku ambiri aKamba anaitana bwenzi lake Nyani kwawo. Momwemo aKamba anaotcha thengo lozungulira nyumba yawo. Mayi Kamba anakonza chakudya. ANyani atafika anauzidwa kuti akasambe manja asanayambe kudya. Pochokera kumtsinje anapeza chovuta. Kuyenda ndi miyendo iŵiri. Atayesa kupita kumtsinjeko kachiŵiri anaganiza zobwerera kwao osadya. Anachoka osatsazika.

Questions

1. Bwenzi la Kamba ndani?
2. Kamba analiuza bwenzi lake Nyani kuti chiyani?
3. Ndi chifukwa chiyani Nyani analephera kudya chakudya kwa aKamba?
4. Panapita nthaŵi yotani aNyani a sanaitanidwe ndi aKamba?
5. Kodi phunziro la nthanoyi ndi lotani?

NARRATIVE (STORY TYPE) (CONTINUED)

SAMPLE:

(Translation)

Tortoise had a friend Baboon. One day his friend invited him to come and chat at his home. After they arrived, Baboon's wife prepared some food and when the time came for eating, Baboon told his friend Tortoise to sit on a chair so that he could begin to eat at the table. Tortoise couldn't sit on the chair and he returned to his house hungry and ashamed. Before several days passed, Tortoise invited his friend Baboon home. At the same time, Tortoise burnt the bushes surrounding his house. Mrs. Tortoise prepared some food. After Baboon arrived, he was told to go wash his hands before beginning to eat. On the way to the river, he had difficulty going on two legs. After he tried to go to the river twice, he decided to return home without eating. He left without even saying good-bye.

DEVICE K: INTERVIEW

DESCRIPTION: The students are instructed to obtain specific information or information about a particular topic from another student or from a native speaker of Chicheŵa They are given the correct (polite) forms for questioning. They then interview someone and report the information they obtained.

PROCEDURE: Conduct a sample interview so the students understand the correct question forms. Give the students a list of things they must find out or a topic about which to ask their informant. In the classroom, you can divide them into pairs and have them interview each other.

SAMPLE: INTERVIEW

Find out the following things about your informant.

Name
Age
Region of birth
Nationality
Ethnic background
Number of brothers/sisters
Favorite food
Favorite sport
Favorite color
Favorite book

Or:

Ask your informant the following question:

What is your opinion about ________________________?
(local or current event)

VARIATIONS:

1. Have your students interview you, each asking a question in turn, and then having each report your answer.

2. Have a friend come to the classroom, and have the students ask him/her questions.

3. Have the students write a report about the person they interviewed.

4. Have the students interview a person they find for themselves in the community. (Practice in class first)

5. Have the students make up an interview in Chicheŵa with a famous person. This can be done individually or in pairs.

DEVICE L: QUESTION GAME

DESCRIPTION: This device helps the students in forming yes/no questions and in learning vocabulary. One student (or the teacher) thinks of an object, usually an animal or vegetable or object in the room. (You can use this device with any group of vocabulary words you have practiced, but nouns are obviously the best since description is involved.) The rest of the students must ask questions to guess what the item is. The answers can only be "yes" or "no".

PROCEDURE: The teacher models the procedure by thinking of an object and having the class ask yes/no questions to try and guess it. The questioners are limited to a certain number of questions (perhaps 1 or 2 per student). If they do not guess within that time, they are given the name of the object. Then have a student think of an item and repeat the procedure.

SAMPLE: QUESTION GAME

Questions which might be asked:

Ndikuganizizira Chilombo.

Kodi nchachikulu kwambiri?	Eee
Kodi chimakhala m'Malaŵi?	Eee
Kodi chimakhala pamtunda?	Eee
Kodi chili ndi milezimilezi?	Iyayi
Kodi chimadya nyama?	Eee
Kodi chimakhala ndi miyendo inayi?	Eee
Kodi ndi chofiirira mtundu wake?	Eee
Kodi ndi mkango?	Eee

"I'm thinking of an animal."

Is it very large?	Yes
Does it live in Malaŵi?	Yes
Does it live on land?	Yes
Does it have stripes?	No
Does it eat meat?	Yes
Does it have four legs?	Yes
Is it light brown in color?	Yes
Is is a lion?	Yes

VARIATION: Have the students play the game in pairs or have them play it in teams. You keep score of the team who guesses correctly most often.

DEVICE M: STYLE CONTRAST

DESCRIPTION: The purpose of this exercise is to make the students aware of the various levels of language which are used in varying situations according to the degree of formality of the situation.

PROCEDURE: STYLE CONTRAST -- Subject: To get the salt

Formal: --Mungandikomere meima pondipatsa mcherewo
--Mcherewo uli pafupi nanu mungandipatseko?
--Mungandipatse mcherewo chonde?
--Ndipatseni mcherewo chonde?
--Ndipatseni mcherewo.
--Kodi, mchere uli kuti?

Informal: --Palibe mchere.

(Translation in terms of degree of formality)
Formal: --Would you be so kind as to pass me the salt, please?
--I see that the salt is over at your end of the table. Would you mind passing it here?
--Could I have the salt, please?
--Would you pass me the salt, please?
--Pass the salt, please.
--Where's the salt?
Informal: --There's no salt.

STYLE CONTRAST -- Subject: Declining a Wedding Invitation

Formal: --Pepani ndikhululukileni sindifika kuukwatiko.
--Zoti ndibwera kuukwatiko sizidziŵika ndikhululukireni.
--Sindidziŵa ngati ndibŵera.
ndifike kuukwatiko.
--Ndilephera kubwera.
Informal: --Sindibwera.

STYLE CONTRAST (CONTINUED)

SAMPLE: (Translation in terms of degree of formality)

--I deeply regret that I will not be able to attend.
--I'm very sorry, but I won't be able to come.
--Sorry, I won't be able to make it.
--Sorry, I can't come.
--I can't come.

DEVICE N: CUMMINGS DEVICE

DESCRIPTION: This device combines a substitution drill with communication practice. The students first practice with the vocabulary items by doing the substitution drill and then practice communicating in the language by answering questions based on the model used in the substitution drill.

PROCEDURE: Put a model sentence on the board and then call on the students in turn to repeat the sentence, changing it according to the vocabulary word or expression you give them. Then ask them questions based on the model.

SAMPLE: CUMMINGS DEVICE

Model: Joni amagwira ntchtio m'tawuni.
Subs: (Ife)
New: Ife timagwira ntchito m'tawuni.

1. Mary
2. masiku onse
3. usiku wa lero
4. maola asanu ndi atatu
5. ndi Bob

Questions

Kodi umagwira ntchito masiku onse?
(maola asanu ndi atatu masiku onse?)
(mumzinda?)
(Usiku wa lero?)

Kodi umagwira ndi munthu wina?
(ndi Mary?)
(ndi Bob?)

Umagwira ntchito kuti?
(tsiku lanji?)
(maola angati?)

Umagwira ntchito lolemba?

(Translation)
Model: John works in the city.
Subs: (We)
New: We work in the city.

1. many
2. everyday
3. tonight
4. 8 hours a day
5. with Bob

CUMMINGS DEVICE (CONTINUED)

SAMPLE: Questions

Do you work everyday?
    (8 hours a day?)
    (in the city?)
    (tonight?)
Do you work with someone?
    (with Mary?)
    (with Bob?)
Where do you work?
    (when?)
    (how long?)
Do you work on Saturdays?

DEVICE O: DICTATION

DESCRIPTION: The teacher reads several statements in dialogue, monologue, or story form and the students write what they hear or practice in listening.

PROCEDURE: Read the entire passage once at normal speed. If the students are beginners, read the passage again at normal speed. Then read it sentence by sentence (or phrase by phrase). The students write. Read the sentences or phrases twice at normal speech and then once more at a slow speed and use careful pronunciation. The students should try to catch all the words at normal speed, but if they can't, then they should use the slow repetition to fill in what they missed. At the end of the dictation, have students come to to the blackboard to write each sentence. When the sencences are written, go through each, correcting and modelling the sentences and having the students repeat after you.

SAMPLE: DICTATION

I will read the passage through twice and then sentence by sentence. Listen first. Then, write down what you hear. I will read each sentence three times, twice quickly and once slowly.

> Dzina langa ndi Steve. Ndimachokera ku Ameleka. Ndili ndi zaka 25. Sindidakwatire. M'banja mwathu tilimo ana anayi. Atate ndi amakaniko. Amayi ndi aphunzitsi. Akulu anga amagwira ntchito kubanki. Mlongo wanga amaphunzira kuyunivesite. Ndipo mng'ono wanga amaphunzira kusekondale sukulu.

VARIATIONS:

1. Have one student write on the blackboard while the others write at their seats.
2. Have all the students write on the blackboard as you go around and immediately correct any errors.
3. Have the students translate the dictation.
4. After the students have written and corrected the dictation, have them change the tense or the information in it according to your directions. For example change this to a female student, married, 24 years old, with three sisters.

GRAMMATICAL EXERCISE TYPES

This section will describe specific types of exercises used in practicing the grammatical material presented. Again, these are presented in no particular order of importance. You will need to choose a particular type of exercise to use in teaching a particular grammar point.

The following types of exercises are described:

1. SUBSTITUTION DRILL 47
2. TRANSFORMATION DRILL 47
3. TRANSLATION DRILL 48
4. EXPANSION DRILL 48
5. QUESTION-ANSWER DRILL 48
6. UTTERANCE RESPONSE DRILL 49
7. FREE COMPLETION DRILL 49
8. QUESTION-WORD ANALYSIS 50
9. MANIPULATIONS 50
10. COMPLETION EXERCISE 51
11. SENTENCE FORMATION 52

GRAMMATICAL EXERCISES

1. SUBSTITUTION DRILL

The teacher reads a model sentence and gives the student one word or phrase at a time to substitute into the model, making all necessary concordial changes in the sentence.

EXAMPLE:

Model sentence: Madengu anu ali pano. 'Your baskets are here.'
Sub: -anga (my)
New sentence: Madengu anga ali pano.

VARIATIONS:

1. Write a model sentence on the blackboard and give the substitution words and phrases orally.

2. After each student says a correct sentence, ask him/her a question corresponding to it.

2. TRANSFORMATION DRILL

The teacher (or the book) gives the student one form of a word or phrase and the student must change it in a particular way (singular to plural, one tense to another, affirmative to negative, etc.)

EXAMPLE:

Give the plural for the following class 5 nouns.

1. dzira
2. tebulo
3. tsiku

VARIATION:

Reverse the drill by giving the plural and asking the students to give the singular.

3. TRANSLATION DRILL

The students are given language material in English which they must translate to Chicheŵa or vice versal.

EXAMPLE:

Translate the following sentences into Chicheŵa:

1. The eggs are all right.
2. Their hoes are here.

4. EXPANSION DRILL

The students add given words or phrases to a model sentence.

EXAMPLE:

Add the word 'kwambiri' (very) to these sentences.

1. Bambo anga atanganidwa.
   (answer: 'Bambo anga atanganidwa la kwambiri')
2. Mnzanga ali bwino.
   (answer: Mnzanga ali bwino kwambiri')

(1. My father is busy. - Mv father is very busy.)
(2. My friend is well. - My friend is very well.)

5. QUESTION-ANSWER DRILL

The students are asked questions either by the teacher or by each other which they answer appropriately.

EXAMPLE:

Answer the following questions with a 'yes' or 'no' answer plus a statement.

1. Kodi umakonda moŵa? (Do you like beer?)
2. Kodi umakonda kuphunzira? (Do you like studying?)
3. Kodi Joni amakonda moŵa? (Does John like beer?)

6. UTTERANCE RESPONSE DRILL

This drill provides practice in a more idiomatic use of the grammar that has been studied. The teacher puts the grammar point into a "natural" question and the student uses elements of the question in his/her answer.

EXAMPLE:

Kodi ungakondwe kuimba nyimbo ndi ife/nafe?
(Students response: Inde, kuimba nuimbo kumasangalatsa.)

Kodi ungakondwe kuyenda nafe kukaongola miyendo?
(Student response: Inde, kuongola miyendo ndi kosangalatsa.)

(How would you like to sing folk-songs with us?
Sure, singing folk-songs is fun.
How would you like to take a walk with us?
Sure, taking a walk is fun.)

VARIATION:

Have a three-part utterance, where one student answers affirmatively and the other answers negatively ("Not me. Taking a walk is boring.")

7. FREE COMPLETION DRILL

The teacher gives a model sentence which allows the student to complete it in several ways.

EXAMPLE:

Ndikadakhala ndi ndalama zambiri ndi- . . .
(If I had a lot of money, I . . .)

Model some possible answers for the students and then call on them to complete the sentence.

Ndikadakhala ndi ndalama zambiri ndikanatenga ulendo wozungulira dziko lonse.

(If I had a lot of money, I would travel around the world.)

VARIATION:

Ask one student about another student's answers. (What would John do if he had a lot of money?)

8. QUESTION-WORD ANALYSIS

The teacher reads a sentence and then asks questions (what, how, where, who, why, which) about the sentence. The students give short answers.

EXAMPLE:

John amapita kuhotela usiku uli wonse.
(John goes to the hotel every night.)

1. Ndani amapita ku hotela? (Who goes to the hotel?)
2. Kodi amapita kuti usiku uli onse? (Where does he go?)
3. Kodi amapita kangati kuhotela? (How often does he go to the hotel?)

VARIATION:

Read the model sentence and have one student ask another student a question about it.

9. MANIPULATIONS

The teacher and the students talk about objects in the classroom or some other selected location (farm, office, market, etc.)

EXAMPLE:

Ali ndi ______ (buku, pensulo, shati, deresi lalitali?)
(Who has a ____________ ? book, pencil, shirt, long dress?)

Student: Mary ali ndi ________________.
(Mary has a ________________.)

VARIATION:

Talk about objects which aren't present, such as "Who has a headache?", "Who doesn't have a car?".

10. COMPLETION EXERCISE

This can be done orally or in writing. The students are given sentences with blanks to be filled in from a list or words given.

EXAMPLE:

Choose the correct word from the list and write it in the blank.

chiyani	'what'
kuti	'where'
liti	'when'
motani	'what are you doing/saying?'
chifukwa	'why'
ndani	'who'
bwanji	'how much'
nthaŵi yotani	'how long'

1. Akubwera m'maŵa. Akubwera __________?

2. Mtengo wa bukali ndi makwacha asanu. Kodi mtengo wa bukuli ndi ____________?

(1. They are leaving tomorrow. ___________ are they leaving?
2. The book cost K5. _____________ did the book cost?)

EXAMPLE II:

Complete the following sentences with the correct form of the verb -li/ndi.

1. Ndine mwana wa sukulu. ______________ pasukulu.
2. _________mukalasi.
3. __________ anzanga.

(1. I __________ a student.
2. She ________ in the classroom.
3. They ___________ my friends.)

11. SENTENCE FORMATION

The student is given pieces of sentences and is to put them together, adding necessary elements to form a sentence.

EXAMPLES:

1. kukonda/ife/Malaŵi (like/we/Malaŵi)

   Ife timakonda dziko la Malaŵi

2. tebulo/buku langa (table/book/my)

   Buku langa lili patebulo.

3. langa/dzina/Joni (my/name/John)

   Dzina langa ndi Joni.

4. Blantyre/kuchokera/ku (Blantyre/coming/from)

   Ndikuchokera ku Blantyre.

5. thamanga/kwambiri/dzulo (run/alot/yesterday)

   Dzulo ndinathamanga kwambiri.

6. chimanga/anthu/dzala/mu/December/ambiri
   (maize/people/plant/in/December/alot)

   Anthu ambiri amadzala chimanga mu December.

7. chipatala/bambowa/kodi/amagwira/ntchito/ku/cha/Zomba/ku
   (hospital/this man/ /do/work/at/of/Zomba/at)

   Kodi bambowa amagwira ntchito kuchipatala cha ku Zomba?

Translation of sentences:

1. We like Malaŵi.
2. My book is on the table.
3. My name is John.
4. I am coming from Blantyre.
5. I ran a lot yesterday.
6. A lot of people plant maize in December.
7. Does this man work at a hospital in Zomba?

PART III

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PART III

NOTES ON INDIVIDUAL LESSONS

INTRODUCTION

In this section, you will be given an outline of each lesson in the grammar materials and in the communication/culture material as they work together to form one unit of instruction. Since you will have two parts (A and B) to each lesson to use in teaching Chichewa, you will need to follow an organized pattern for switching back and forth between them. This is what the lesson notes for each unit will provide you.

You will need to read the General Procedure on pages 57 to 62 carefully and to familiarize yourself with the steps discussed there. There is a summary of the procedure on page 63 for you to use when you plan your daily lessons, but in order to use it correctly, you will need to know the material explained in the longer General Procedure section first.

This part of the manual, then, consists of a classroom plan for you, presented in several forms.

(1) The General Procedure (pages 57 to 62) is an explanation of how the materials should be used everyday in the classroom. This is a basic explanation--differences in procedure, new types of exercises, and specific suggestions about specific lessons will be noted in the lesson outline for each unit (headed Lesson 1A, Lesson 1B, Lesson 2A, etc.).

(2) Summary (page 63). This is a brief outline of the steps to follow in teaching a lesson. Use the summary to help plan your procedure everyday. As you go over the lesson which you will teach the next day, make notes in the margin as to examples, specific points to highlight, etc. You may also want to keep a copy of the summary in front of you as you teach as a reminder to do each step.

(3) Lesson Notes -- Lesson 1A and Lesson 1B (pages 64 to 84). The lesson plan for Lesson 1A and 1B is meant to be a specific, detailed model of what to do and say in the classroom while teaching the materials designed for this course. During the

teacher training period, you should actually go through these lessons step by step, teaching the concepts, performing the exercises, and discussing with your fellow teachers other procedures and points which are relevant. Subsequent lesson plans are far less detailed than the first, so be sure that you thoroughly understand the procedure.

(4) Lesson Notes -- Lesson Two - Lesson Twenty (pages 86 to 156). These lesson notes will highlight any deviations from the general procedure and will include suggestions for additional activities.

**Note to teacher trainers: Lesson One notes have been made very detailed to provide the teachers with a model for teaching all subsequent lessons. During the training period, you should have the teachers actually teach Lesson One, taking turns being the "teacher" and the "students". There is no substitute for actually trying to get the concepts across or for conducting the exercises as the teacher will need to do in his/her classroom. This practice will provide background for discussion and will enable the teachers to confront at least some of the problems they will face in a real classroom, problems which would otherwise be overlooked and faced for the first time in front of a real class. Practicing teaching Lesson One will also allow you to give advice as to proper drill and exercise procedure, how to make corrections, etc.

GENERAL PROCEDURE

I. REVIEW

CORRECT HOMEWORK

ASK FOR QUESTIONS

Each day should begin with a review of what has been practiced the day before. To do this, simply page through the previous day's lesson, picking out items from various exercises and having the students respond. This includes reviewing the grammar exercises and the pronunciation and tone exercises which appear in the first six lessons.

Have the students take out the homework which they have written from the previous lesson. Call on the students to give their answers orally or have them go to the board all at once and write the answers. When the students return to their seats, go through the answers on the board. Ask if the students have any questions. Explain any points which are not clear.

II. GRAMMAR LESSON

STUDENTS READ SECTIONS

TEACHER EXPLAINS

CLASS PERFORMS EXERCISES

Tell the students to read the first section and to look up at you when they finish. A "section" is the explanatory part of the lesson which is followed by a set of exercises to give the students practice in using the concept that has just been introduced. For example, Lesson 1 of the grammar book has six sections: Noun Classes 1/2, Agreement Prefixes, Classes 1a/2 , Classes 3/4, Verb - li/ndi, and Personal Pronouns. Proceed section by section, having the students read each section. When they finish, explain that section to them and then have them do the exercises which follow it. Then go on to the next section in the same way.

When you explain the grammar, you should put the examples from the book on the blackboard, as well as other examples (from the day's lessons, but not encountered yet) and show the students how the grammar "works". Whenever possible, contrast Chicheŵa grammar with English grammar. For example, when discussing adjectives, point out that while English adjectives precede the nouns they modify, Chicheŵa adjectives do not. Encourage the students to make parallels of this type and encourage their questions.

Whenever there is a table in the lesson, go through it, pronouncing the examples and having the students repeat.

Be wary of the tendency to wander away from the subject and examples at hand. If a student asks a question that would require more grammatical explanation than he/she can use at the moment, delay the explanation until a later time in the book. Limit your examples, as well, to those used in the book.

Do the exercises orally, calling on students at random for the answers. Go through each exercise several times, mixing the items up and adding other items of your own that the students have studied but which are not in the exercise. Keep doing the exercise until the students' answers come quickly and surely.

While the students are speaking, you should be listening for correct pronunciation, especially tone. Correct by repeating their utterances and/or pointing out the specific sound error they are having difficulty with.

Give the students a short break each hour--set a time when they are to return. If you will not be teaching the next hour, be sure to mark the place where you have stopped.

III. COMMUNICATION/CULTURE LESSON

WORK WITH PRESENTATION AND VOCABULARY NOTES

EXPLAIN USAGE AND CULTURAL NOTES

DO THE EXERCISES

After about three hours of work with the grammar lesson, you will want to switch to the communication/culture lesson. The communication/culture lessons are coordinated with the grammar lessons so it is usually necessary to finish the grammar lesson before going on to the communication/culture lesson. The exact point at which to switch will depend upon the progress of the students. Some classes may be slower than others. You should be careful about your pace so that the students are neither bored because they have already grasped the material nor frustrated because they cannot understand quickly enough.

Begin with the presentation. Introduce the presentation to the students, telling them what they will hear in terms of the topic, participants, and setting.

Read the presentation to the students in as normal a style as possible. If it is a dialogue, read it as if you were actually conversing with someone, using gestures, etc. The students should have their books closed--they should listen only.

If the presentation is a story, read it as if you were telling someone a story. As we have emphasized, there is much more to language learning than simply learning the rules for verbal communication. We want the students to be able to speak in a natural way in many different situations so your modelling of correct behavior will be very important to them.

Read the presentation three times, two times at normal speed, and then once slowly.

For variety, you may wish to present the dialogue or text by means of the tapes that accompany these language materials. Arrange to have a taperecorder in class to play the appropriate portion of the tape for the class (you should have found the correct lesson on the tape before class so that class time is not lost searching for it.) Ask the students to listen to the tape and to repeat when they are directed to do so. You may choose to continue practicing the dialogue or text via the tape again or through your own instruction.

Ask the students to guess what each person in a dialogue is saying. Repeat a sentence and call on a student to guess. Accept an approximate answer. This step will direct the students' attention to the similarities and differences between Malaŵi and American culture. With complex dialogues, this step is not necessary.

Now have the students open their book and follow along as you explain the Vocabulary Notes. Have them repeat each item after you. Check for correct pronunciation, tone, intonation.

Read the presentation to the students again, having them listen and follow it in their books. Have them repeat each line in chorus after you. Then have individual students repeat after you. Ask a student to give the meaning of what has just been said.

Have two students perform the presentation, taking the parts. They may look at their books if they need to, but they should look at each other while speaking, using the correct bodily gestures, eye contact, etc. for that situation. (Show them the correct behavior.)

Memorization of the entire dialogue or story of the presentation is not necessary. The students will naturally internalize the forms which are practiced over and over during the course of the lesson.

Go through the Usage and Cultural Notes section, highlighting the important points and encouraging questions and discussion. Help the students to relate the Chicheŵa cultural rules to their own. For example, Lesson 1 discusses the forms used to introduce oneself. Ask the students for different situations and forms which would be used in American culture to make introductions. For instance, one would introduce oneself differently in a casual situation ("Hi, I'm Tom.") than in a formal situation ("Pardon me. May I introduce myself? My name is Tom Jones, a friend of Mark Smith.")

The students do need to memorize the important forms of the presentation into which they can insert their own words. The best way for them to do this is to use these forms in the classroom. They should get extensive practice in using the language in situations that you set up in class. After they have practiced as a whole, divide the class into pairs and have them practice further together, having a conversation and using as much Chicheŵa as they have learned so far that day or before. As further reinforcement of the grammar and vocabulary presented in the dialogue or text encourage the students to listen to their tapes a few times after class.

In the exercises, you should listen for correct pronunciation, tone, intonation, usage appropriateness, etc. If there is a pronunciation difficulty, spend a few minutes practicing that particular sound or word.

IV. RETURN TO GRAMMAR LESSONS

DO PRONUNCIATION/TONE EXERCISES

After about two hours work with the communication/culture lesson, go back to the grammar lesson to review items with which the students are having difficulty. (These could be specific pronunciation problems, vocabulary they are having trouble using, a grammar point that needs more practice, etc.) If necessary, or for a change of pace, have the students write their answers to some of the exercises on the board or on paper.

Some lessons have pronunciation and tone exercises. Have the students repeat after you, contrasting the sounds. Have them do this in chorus first, and then call on individuals randomly to repeat words. Correct their pronunciation, tone, and intonation.

While the students do the exercises in the communication/culture lesson, they should be trying to use the vocabulary from the grammar lesson. If they need more vocabulary practice, you can go through the vocabulary list at the beginning of each grammar lesson, asking them to give you the Chichewa word for your English cue word (with their books closed). This grammar review will take about 30 minutes, but the time will vary, of course, according to the needs of the class and the difficulty of the material.

V. COMMUNICATION/CULTURE LESSON

SURVIVAL VOCABULARY

SUPPLEMENTARY MATERIAL

ASSIGNMENT AND QUIZ

Tell the students to open their books to the Survival Vocabulary and follow along as you pronounce and explain the phrases. Have them repeat. Then call on individual students to give you the Chichewa phrases when you give them the English (without looking at their books).

Use the Survival Vocabulary in the same way as you used the original vocabulary from the presentation. That is, have the students practice saying the phrases to each other in appropriate contexts which you set up. (For instance, ask the students what they would say if, when they asked "muli bwanji?" the other person replied that he/she was ill.) In communication/culture lesson 1, the Survival Vocabulary includes ways of saying 'good-bye'. So, have pairs of students perform a dialogue in which they must meet, greet, and then say 'good-bye' to each other.

Comment on the usage and cultural background of the Supplementary Material. For example, in Lesson 10 there are songs as supplementary material. Discuss the importance of songs, where these particular songs would be sung, and have the class sing them. (Teach them the melody and words.) If the supplementary material is a dialogue, have the students repeat it after you and then choose pairs of students to perform it, adding material from the presentation and the additional vocabulary sections to carry on a "normal" conversation. You could also use the supplementary dialogue for dictation practice.

Assign the exercises at the end of the grammar lesson to be done as written homework for the next day. If you have not finished the entire lesson by the end of the day, assign one or two exercises from the sections you are working on. If you have some time at the end of class, you can allow the students to work on the assignment then, while you are available to answer questions.

Give the students a quiz at the end of the day on the material they have practiced that day. There is a quiz at the end of each day's lesson plan, but if you have noticed that the students had particular difficulty with a certain type of item that day, be sure to put some items like that on the quiz. If you have not completed the entire lesson, adapt the quiz to include only the grammar points you have discussed. If you have spent time explaining something that is not in the book, put that on the quiz too, to help them remember.

Have the students write their answers to the quiz and then go through them orally in class.

SUMMARY

I. Review
   Correct Homework
   Ask for Questions

II. Grammar Lesson
   Students Read Sections
   Teacher Explains
   Class Performs Exercises

III. Communication/Culture Lesson
   Work with Presentation
   Vocabulary Notes
   Do the Exercises
   Explain Usage and Cultural Notes

IV. Return to the Grammar Lesson
   Do Pronunciation/Tone Exercises

V. Communication/Culture Lesson
   Survival Vocabulary
   Supplementary Material
   Assignment
   Quiz

Since this is the first day of class, you will want to introduce yourself, the materials, and the classroom procedure to the students. Also teach them how to respond to classroom instructions in Chicheŵa: "Open your book", "Repeat", "Listen", "Close your book", etc.

Tell them that since this is your first day too using the new materials, that the class will proceed carefully through the first day's materials to be sure everyone understands what to do in subsequent lessons.

You will have no review today, of course, but instead of this you will present the Introduction to Book 1.

Noun Classes -- Classes 1/2

1. Students Read . . . . . . 1. Have the students read the sections headed *Noun Classes* and *Classes 1/2*. (Give the direction "please read" in Chichewâ and tell them what it means.)

Tell them to look up when they have finished reading so you will know when to begin the explanation. (Say "let's begin" in Chichewâ.)

2. Explain Grammar . . . . . 2. Put the examples from this section on the board. Show the students what is meant by 'prefix' and 'stem' by pointing to them on the board and by giving some English examples (such as *co*- in *co*-worker, *co*-pilot, or *dis*- as in *dis*honest, *dis*like, etc.).

Show them how the prefix *mu*- indicates a singular noun and *a*- indicates the plural or polite form.

Put the rules and examples explaining the *m*-, *mu*-, *mw*- variation on the board, showing how these vary with the number of syllables in the stem.

Put on the board other stems from this lesson and ask the students to supply the correct prefixes based on the number of syllables in the word.

Explain the table on page 32 to the students if they don't understand it. Have them repeat the examples after you and give the meanings.

Encourage questions before going on to the exercises. (Ask "Do you have any questions?" in Chichewâ.)

EXERCISES

EXERCISE B -- Transformational Drill: Plurals

Call on individual students to give the plural forms of the nouns and the meanings. (You say "Number 1, munthu". The students say: "munthu, 'person', anthu, 'people'".)

Repeat the exercise several times, calling on different students until most of the students have had a chance to answer each item.

Have the students close their books or cover the exercise so that they cannot see it. Mix up the items, calling on them to give the plurals.

Continue work with the exercise until the answers are quick and sure, carefully correcting the students' pronunciation and tone.

EXERCISE C -- Transformational Drill: Singular

Proceed in the same way as for Exercise A, calling on students until they can answer correctly without looking at the words in the book, with good pronunciation and tone.

EXERCISE A -- Translation Drill: English-Chicheŵa

Call on the students individually. You say the English word; they should give you the Chicheŵa word.

Go through the exercise again several times, mixing up the items and calling on students for different ones.

Reverse the procedure, giving the Chicheŵa word and asking the students for the English.

AGREEMENT PREFIXES

1. Students Read . . . . . 1. Tell the students to read the section and look up when they have finished.

2. Explain Grammar . . . . 2. Put the examples on the board, one at a time. Tell the students to notice that the possessive follows the noun in Chichewâ; it does not precede as it does in English.

Point out that when two identical vowels occur side-by-side, they merge into one vowel sound.

Go through the table, having the students repeat the words after you. Correct their pronunciation and tone.

EXERCISES

EXERCISE A -- Translation Drill: English-Chichewâ

Call on individual students to give the translations. Check for correct pronunciation and tone.

After you have practiced several times with the items in the book, mixing them up, give the students other combinations to practice. You give the English 'her children', 'his wife', etc. and have them give the Chichewâ phrase.

Finally, give the students the same type of phrases in Chichewâ and have them repeat the Chichewâ phrase and give you the meaning in English.

EXERCISE B -- Combination Drill: Possessives

Call on the students to combine the nouns with the possessive stems, making statements.

As one student answers, have another student give the meaning of what has just been said.

Repeat the drill several times until everyone has had a chance to answer several times.

Have the students close their books or cover up the exercise. Mix up the order of the items and call on the students to provide the phrases "your _____ is well" according to the Class 1/2 noun you give them in Chichewa.

EXERCISE C -- Transformation/Combination Drill

When you call on the students, you say, for example, "mkazi". The student says "akazi anu ali bwino".

Do the exercise several times with the students having their books opened. Then mix up the nouns and have the students answer without looking.

EXERCISE D -- Transformation Drill: Plural Possessives

Say each word, having the students repeat and answer in Chichewa, saying, for example, "mtsikana wanga -- mtsikana wathu ali bwino, 'our girl is well'".

Repeat this exercise several times until the answers are pronounced correctly (including tone) and are given quickly and confidently.

EXERCISE E -- Transformation Drill: Plural Possessives

Follow the same procedure as for Exercise D.

Repeat until the answers are given surely and correctly.

NOUN CLASSES -- CLASSES 1A/2

1. Students	1.	Tell the students to read the section. (Do this in Chicheŵa.)
	2.	Put the examples on the board and show the students that the nouns in Class 1a have no singular prefix even though their plurals are formed in the same way as for Class 1. Have the students repeat the examples given in the chart after you. Check for pronunciation and tone.

EXERCISES

EXERCISE A -- Transformation Drill: Plurals

Call on students to give the plurals.

Repeat until the answers are quick and sure.

Have the students cover the exercise. Mix the items up, giving the students the singular Chicheŵa form which they must change to the plural.

Now give them the plural forms and ask them to produce the singular.

EXERCISE B -- Substitution Drill: Agreement

Explain to the students that each answer will build on the previous one and in each answer, they are to make a change using the items given. Go through the example with the students, modelling what you will say (the model sentence) and what they should say (the new sentence, incorporating the substitution).

Say "abambo anga". The student, who sees "athu" printed in his/her book, responds "abambo athu". Repeat the student's utterance as a model for the next student and to correct pronunciation and tone.

Go through the exercise several times, mixing the items.

EXERCISE C -- Translation Drill: English-Chicheŵa

Have the students give the translations.

Go through the exercise several times, changing the order of the items and giving your own items such as "my dog", "your father", etc.

Give the students more practice by saying the phrases in Chicheŵa, having them repeat, and then give you the translation.

CLASSES 3/4

1. Students Read	1. Have the students read the section
2. Explain Grammar	2. Review the rules for prefixes changing according to the number of syllables in the stem. Put some stems on the board and ask the students to supply the correct prefix.

EXERCISES

EXERCISE A -- Translation Drill: English-Chicheŵa

Have the students give the translations.

Go through the drill several times, giving your own cues and mixing up the items which are given.

EXERCISE B -- Transformation Drill: Plurals

Have the students give the plural forms, repeating the singular form after you and then giving the plural.

Repeat the exercise several times until the answers are quick and sure. Check pronunciation and tone.

EXERCISE C -- Combination Drill: Possessives

Have the students combine the nouns with the possessive forms and make the statements.

Repeat the exercise, calling on the students for different items.

EXERCISE D -- Transformation Drill: Singular

Call on the students to give the singular forms. You say the plural, they repeat it and give the singular.

Go around the class several times until the answers are quick and sure.

EXERCISE E -- Combination Drill: Possessives

Call on one student at a time to give the answer. The student should repeat the Chichewa word after you and say the whole sentence.

Repeat the exercise several times, mixing up the cue words. (Just give the student the cue word, not the item number.)

EXERCISE F -- Combination Drill: Agreement

Call on the students one by one to give the correct phrase.

Repeat the exercise several times, mixing up the items and adding other nouns from Class 3/4 which have been introduced in the lesson.

**As a quick summary exercise at this point, mix up nouns from Classes 1/2, 1a/2, 3/4 that the students have practiced so far, calling on the students to repeat the word and give you the meaning or to repeat the word and then combine it with a possessive stem and give you the meaning of the phrase.

VERB 'BE' -LI/NDI

1.	Students Read . . . . . 1.	Tell the students to read the section explaining the verb and look up at you when they finish.
2.	Explain Grammar . . . . 2.	Explain the examples and have the students repeat the sentences after you. Check their pronunciation. Go through the table, pronouncing examples and having the students repeat. Encourage and answer questions.

EXERCISES

EXERCISE A -- Combination Drill: Verb Phrase

Call on the students individually to answer. You say the Chicheŵa cue word; they repeat it and make the sentence.

Be sure that the students choose the correct subject prefix.

Repeat this exercise until the answers are quick and sure.

EXERCISE B -- Transformation/Combination Drill

Proceed as for Exercise A.

After doing this exercise, mix up the items from Exercise A and Exercise B and call on individuals to answer. This will give them further practice in identifying the noun classes singular and plural.

EXERCISE C -- Translation Drill: English-Chicheŵa

Have the students translate the phrases.

Do the exercise several times. Then give the students a sentence in Chicheŵa and have them answer with the English translation.

EXERCISE D -- Listening Drill

Prepare some sentences about the classroom in the form:

'Someone/something is here/there/well.' Make some of the sentences true according to the classroom environment and others false. After saying one sentence, have the students respond chorally and then individually.

Then go around the class having each student make his/her own true/false statements to which the other students must respond appropriately.

PERSONAL PRONOUNS

1. Students Read . . . . . 1.	Tell the students to read the section on Personal Pronouns and to look up when they have finished.
2. Explain Grammar . . . . 2.	Put the examples on the board. Give several more examples and show how the combinations occur. Go through the Prefix Table on p. 45, pronouncing the items and having the students repeat after you. Check pronunciation, intonation, and tone. Point out that the personal pronouns in Chicheŵa are not used as they are in English, that is, separated from the verb, unless one wants to give special emphasis to the pronoun. Go through the chart on Emphatic Pronouns on p. 46, explaining when it would be correct to use them. Have the students repeat after you. Encourage questions.

EXERCISES

EXERCISE A -- Translation Drill: Pronouns

Call on the students to give the Chicheŵa personal pronoun prefix.

Repeat this exercise several times, mixing up the items.

EXERCISE B -- Combination Drill: Pronoun Prefixes

As you call on the students to make the combinations, have that student or another student give the translation.

EXERCISE C -- Expansion Drill: Emphatic Pronouns

Proceed as usual, calling on the students to insert the correct emphatic pronoun and give the correct sentence.

Check for pronunciation, intonation, and tone.

EXERCISE D -- Translation Drill: Sentences

Call on individual students to give the translations. Be sure that they give the proper forms according to the directions as to formal/informal forms.

EXERCISE E -- Question-Answer Drill

Ask the questions of the students, modelling the correct rising intonation pattern for this type of question form.

Check their pronunciation and intonation as they answer.

Then have the students ask the questions to other students, using the correct rising intonation.

ASSIGNMENT

Assign the students the Summary Exercises and Crossword Puzzle to write as homework for the next day's class.

The answers to the crossword puzzle are in the back of their books. Go over the answers to the other exercises orally tomorrow.

Also, tell the students to look over the Pronunciation Exercises which they will do at the beginning of class the next day.

PRESENTATION AND VOCABULARY NOTES

1. Introduce Presentation . .	1. Tell the students that they will hear a conversation between two men. Tell them that the men will greet each other and ask about each other's well-being. Tell the students that they should listen carefully, with their books closed because you will ask them to guess what the men are saying.
2. Read Presentation	2. Read the presentation to the students as if it were a spontaneous conversation. Use gestures. Read it twice at normal speed and then once slowly.
3. Students Guess	3. Ask the students to guess what each person is saying. Repeat a sentence and call on someone to guess.
4. Explain Notes	4. Tell the students to open their books (use Chicheŵa) to the Vocabulary Notes section. Go through the expressions, pronouncing them and having the students repeat. Explain the meanings and ask if there are any questions.
5. Students Practice	5. Read the presentation to the students again, having them listen and follow along in their books. Have them repeat each line after you. Call on individuals to repeat each after you. Have two students come up in front of the class and perform the dialogue. Show them the correct way to offer their hands, the correct eye contact, and bodily posture, etc. They may use their booksif they need to, but they should look at each other when they are speaking.

6. Students Read . . . . . . 6.	Tell the students to read the Usage and Cultural Notes sections. Tell them to look up when they are finished.
7. Explain . . . . 7.	Explain these sections, asking if the students have any questions. Encourage discussion by asking the students for parallels in their own culture. Ask them to name several ways of greeting, of shaking hands, of addressing someone, etc. according to different situations. Pronounce the Chichewâ used in these sections and have the students repeat. Discuss naming customs; ask the students to tell how they or someone they know was named. This is the part of the lesson where you can elaborate on other examples of cultural relevance to the examples in the book.

EXERCISES

**The aim of these exercises is to make the students use the language as much as possible. Thus, they should be done several times, with the students actually speaking with each other in Chichewâ phrases and sentences, not English.

EXERCISE 1.51 -- Greetings

Call on pairs of students to say the correct greetings.

Tell the students to pretend that they are someone else, for example, a doctor, a teacher, a child, and call on them to give the correct greeting to each other.

Ask the students questions to which they must reply in Chichewâ, such as "What would you say to a man?'', "What would you say to a child?", "What would say to a woman?".

EXERCISE 1.52 -- Muli bwanji?

Call on pairs of students to perform the question and answer. Encourage students to use here the vocabulary and forms that they have practiced in the grammar lesson. Have them ask "How is he?" or "How are they?" and answer appropriately.

Repeat this exercise several times, getting the students to use as many different forms as possible.

EXERCISE 1.53 -- Dzina Lanu Ndani?

Call on each student to ask another student what his/her name is.

Call on the students to give the names of other family members, for example, "What is your father's name?", "What is your friend's name?" (Ask these questions in Chichewa, of course.) Have the students ask each other such questions.

Ask one student to give the name of another. Do this until all the students have told the name of another student.

Continue practicing until the students are able to ask questions about each other's names or the names of relatives and friends confidently.

EXERCISE 1.54 -- -Li Bwanji

In this exercise, be sure that the students use as much of the vocabulary from the grammar lesson as is pertinent. (Ask them about children, spouses, dogs, cats, luggage, etc.)

Do the exercise many times, having the students ask each other questions about the well-being of people and objects from the grammar lesson as well as from the communication/culture lesson.

EXERCISE 1.55 -- Kaya

Have two students perform this exercise, calling on pairs of students until everyone has had a chance to play the parts and the class has made as many different responses as possible.

EXERCISE 1.56 -- Dialogue

Have two students perform without using their books.

Repeat until everyone has had an opportunity to perform.

EXERCISE 1.57 -- Conversations

Divide the class into pairs and have the students practice the conversations. Walk around and listen to the pairs giving individual help on pronunciation, tone, etc.

EXERCISE 1.58 -- Aural Comprehension

Have the students close their books (give the direction in Chicheŵa). Read the conversation to them at normal speed twice and once slowly.

Have them guess the meaning of the lines as you repeat them one by one.

Have them open their books and repeat the conversation after you. Explain the informal forms which have been used in the conversation. Point out the differences between these forms and the formal forms.

RETURN TO THE GRAMMAR LESSON

At this point you may want to go back to the grammar book for some vocabulary practice or review items that the students seem to be having difficulty doing. For example, if they are having trouble with noun and verb agreements, you could have them repeat some of the exercises in that section as a review.

Pronunciation

EXERCISES A, B, C, D

Have the students read the descriptions of the sounds and explain to them how the sounds are made (using diagrams and demonstrations).

Use the word lists in several ways:

1) Have the students listen as you pronounce each word.
2) Have the students repeat after you, first chorally and then individually.
3) Point to words and have students pronounce them.
4) If there are lists of words which contrast particular sounds (explosive b vs. implosive b), emphasize the differences by mixing and pronouncing words from each list.

You may want to end the pronunciation exercises by giving a dictation.

TONE

EXERCISE A

Have the students read the introductory paragraph on tone (you may wish to refer them to the discussion on tone in the Introduction).

Pronounce each pair of words, having students listen first and repeat. Then read a word and ask students to choose whether it was first or second word in the pair.

EXERCISE B

Pronounce the word pairs and triplets and ask students to decide if the tones were the same or different (Since this is a difficult exercise you may want to repeat the word pairs a second time).

Continue the exercise with word pairing and triplets of your own, using vocabulary from this lesson.

Point out to the students where your dialect of Chicheŵa differs in tone from the examples given in these exercises.

EXERCISE C

Have the students read over the section on tone in context.

Go through the exercises in the following manner:

1) Have the students listen as you pronounce the sentences and questions.
2) Have the students repeat each sentence after you.
3) Ask the question or give the cue to which students must respond.
4) Have students give cues and questions which will be answered by other students.

SURVIVAL VOCABULARY

1. Explain Vocabulary . . . . . 1.	Tell the students to open their books and follow along as you pronounce and explain the Survival Vocabulary. They should repeat the phrases after you.
2. Drill . . . . 2.	Drill these expressions by calling on students to give the Chicheŵa sentences for the English sentence you say. Call on each student several times, for different phrases. Have pairs of students repeat a dialogue incorporating some of the new expressions along with the others they have practiced previously. From now on, you should insist that the students say things like "I don't know" and "Say it again slowly" in Chicheŵa.
3. Comprehension . . . . 3.	Have the students close their books. Read the Supplementary Dialogue to them and have them give the meaning. Or: Use this dialogue as a dictation. Read each line several times and have the students write it. (For more information about dictations, see Device 0 -- Dictation on Page 45.)

QUIZ

Ask the students if they have any questions about the day's work. Explain any points which are not clear. Then tell them that they will have a short quiz.

Give the quiz at the end of this lesson plan. The students should write answers. After the quiz, call on the students to give the answers orally and check their papers. Put the answers on the blackboard so that the students can check their spelling. Or, have the students go to the blackboard and each write their answers to several questions.

** This is the end of the first day's lesson. Remind the students that they have homework to do from the grammar lesson.

If you have more time left, you can go back to either the grammar lesson or the communication/culture lesson and repeat some exercises which were troublesome or you can use an activity from Part II of the teacher's manual, Teaching Devices.

When class is over, say good-bye to your students in Chichewa and from now on, when you come to class, greet them in Chichewa and expect an appropriate response.

QUIZ

Ask the questions orally; give the students time to write the answers.

PART I -- VOCABULARY

Tell the students to write the Chicheŵa words for the following:

1. hello
2. girl
3. boy
4. name
5. sir
6. children
7. thank you
8. ma'am
9. luggage
10. trees
11. who
12. man
13 sorry
14. traveler
15. villages

PART II -- WHAT DO YOU SAY?

Tell the students to write the correct response to the following:

1. Moni!
2. Kaya inu!
3. Muli bwanji?
4. Dzina lanu ndani?
5. Abambo anu ali bwino?

PART III -- TRANSLATION

Tell the students to write the following questions in Chicheŵa:

1. How are your parents?
2. Is you mother well?
3. What is his name?
4. How are you?
5. Is my tobacco here?

PART IV -- CONVERSATION

Tell the students to write a conversation between two people.

A:
B:
A:
B:
A:
B:

LESSON TWO

Grammar Lesson 2A

Communication/Culture Lesson 2B

Today the class will work with Noun Classes 5/6, 7/8, 16/17/18 (locatives), the verb -li/ndi, contractions and the verb -li ndi 'have'. In the communication/culture lesson, the class will continue to practice with greetings and will also discuss borrowed words and learn a proverb.

** Remember to begin the class in Chicheŵa, greet the students in Chicheŵa and use Chicheŵa as much as possible. today.

Review

1. Review Lesson One: vocabulary, structures, pronunciation and tone.
2. Correct the summary exercises from Lesson One.

Grammar Lesson

Proceed as you did in Lesson 1.

**Note on Exercise E. p. 79. This exercise has several purposes. It allows the students to formulate their own sentences using the Chicheŵa they have learned so far. It also makes them listen to what is being said so that they can determine the validity of the statement. To conduct the exercise, you should make true and false statements to which the students must respond with wither 'Inde or Iyai. Then encourage individual students to make their own statements to which the other students must respond appropriately.

CONTRACTIONS WITH NDI 'BE'

Have the students compare these contractions with the process of contraction in English (for instance, will + not = won't, a contraction which sounds and looks quite different from the original two words of which it is made).

Use the contractions in class then encourage the students to use these more informal forms when they are speaking casually.

LOCATIVES

Point out to the students that there is no simple equivalent between the locative prepositions in English and the locatives in Chicheŵa.

** Note on Exercise C p. 93. Put the pattern on the board and work slowly through the first one or two items. Then call on individual students to create sentences. Be sure to continue with this exercise until the sentences are made easily.

ASSIGNMENT

Assign the vocabulary puzzle and summary exercises for homework.

COMMUNICATION/CULTURE LESSON

Proceed as you did in Lesson 1.

USAGE NOTES

Explain the approximate time limits when specific greetings may be used.

Mention other instances where 'ndithu' can be inserted.

Have the students practice the use of 'ndi' and 'ndipo' by making sentences. Then have them make sentences with the other use of ndi: 'I, be, with.'

In the section on borrowed words and Cheŵaization, p. , have the students modify their own names into Chicheŵa. Explain to them the different social significance of the pronunciation of English names in the Chicheŵa way.

EXERCISES

Be sure to encourage the students to speak with each other in as natural a way as possible, including not only pronunciation, tone, intonation and grammatical correctness, but also bodily posture, eye contact, etc.

Have the students practice greetings that are the correct length in Chichewa. Since American greetings are quite short and perfunctory, the students need practice in extending their greetings using the appropriate questions. Also encourage the students to use a full range of vocabulary from the previous lesson, not just a few words.

**Note on Exercise 2.5.7: Add sentences such as 'my father is well'/'my father is well too.', 'her child is here/his child is here too.'

PROVERBS

Discuss the role of proverbs in Chewa society, explaining who uses them and under what circumstances. Present the proverb in this lesson by providing the cultural background and/or tale that accompanies it.

ADDITIONAL EXERCISES

Since the students have practiced with some locatives and the 'there is/there are' construction, they can describe a picture having items in it which they have learned. Use a picture from the student book (of a family, for instance) and have the students describe items that appear it it. Supply vocabulary if they request it. For further information, see Device G (Picture Description--General).

QUIZ

Give the quiz at the end of this lesson plan.

QUIZ

Ask the questions orally; give the students time to write the answers.

PART I -- VOCABULARY

Tell the students to write the Chicheŵa words for the following:

1. chairs
2. well
3. come here
4. really
5. year
6. egg
7. books
8. rooms
9. entrance
10. hoe
11. and
12. driver
13. stop/that's all
14. perhaps/or
15. fine/okay

PART II -- WHAT DO YOU SAY?

Tell the students to write the correct response to the following:

1. Mabuku ali pano
2. Ndinu Azungu?
3. Ndi chake?
4. Mwala uli patebulo?
5. Pampando pali mwamuna.
6. Mwagona bwanji?
7. Nanga mayi ndi ana?
8. Mwatandala bwanji?
9. Patebulo pali buku?
10. Mwadzuka bwanji?

PART III -- TRANSLATION

Tell the students to write the following in Chicheŵa:

1. I don't have any money.
2. It doesn't matter.
3. The books aren't hers.
4. The food is on the table.
5. I am not a teacher.

PART IV -- CONVERSATION

Tell the students to write a conversation in which one person is not feeling well.

A:
B:
A:
B:
A:
B:

--LESSON THREE-------

Grammar Lesson 3A

Communication/Culture Lesson 3B

Lesson 3 introduces two more noun classes, 9/10 and 12/13, demonstratives 'aforementioned' and 'near/far', yes/no question forms and some question-word questions. The communication/culture lesson gives cultural information about the rules surrounding visiting.

Review

1. Review the material from Lesson 2 today by choosing a few items from each exercise at random and having the students answer in Chicheŵa.
2. Remember to greet the students in Chicheŵa and use it at every opportunity today.
3. Correct the Summary Exercises orally. The answers to the Vocabulary Puzzle are in the back of the book.

Grammar Lesson

Remember to go through the examples with the students, pronouncing them and having the students repeat. Then drill by saying the Chicheŵa sentence and asking them to give the meaning in English.

Go through the charts in the same way and also drill the forms.

YES/NO QUESTIONS

** Note on Exercise B, p. 136. Be sure to check the students' intonation when they are asking the questions without kodi.

ASSIGNMENT

Assign the Summary Exercises and the Vocabulary Puzzle for written homework. The answers to the Vocabulary Puzzle are in the back of the student book.

Communication/Culture Lesson

PRESENTATION

After proceeding as usual with the presentation, have two students role-play the visit. Show them the proper behavior.

USAGE NOTES

In order to drill these contracted forms, have the students make sentences containing them. (Give them some sample sentences first.) Or, you make sentences having the contracted forms in them and ask the students to give you the full Chicheŵa form for what you have said.

CULTURAL NOTES

Discuss the etiquette of visiting and being visited with the students. Also discuss the appropriate type of food that they can expect to be served and which they should serve if visited.

EXERCISES

** Note on Exercise 3.5.5: This is a good way to review the vocabulary from previous lessons, so be sure that the students use a wide range of vocabulary. Give them hints if they cannot think of many words.

SUPPLEMENTARY DIALOGUE

Read the dialogue to the students and have them listen with their books closed. Ask questions to see if they understood it. Then have several students perform the dialogue and vary it according to the participants and situation.

SURVIVAL VOCABULARY

Have the students use the additional vocabulary in a role-play involving a conversation while visiting. Also comment on how to invite someone to visit you and how to accept or decline an invitation.

ADDITIONAL EXERCISES

A good exercise to do today is Device M -- Style Contrast. There is a sample statement set on the topic of declining an invitation in various degrees of politeness. You could use this sample set of statements and also talk about things which one could say in the context of visiting.

Device H -- Role Play could be used in conjunction with this lesson as well. You could use the sample given on the topic of the Birth Ceremony and give the students further information about this specific type of visiting behavior.

QUIZ

Give the quiz.

QUIZ

PART I -- VOCABULARY

Tell the students to write the Chicheŵa words for the following:

1. sister
2. brother
3. chicken
4. small children
5. small baskets
6. what?
7. pocket
8. maize
9. work
10. lights
11. fish
12. where?
13. who?
14. hospital
15. small knives

PART II -- WHAT DO YOU SAY?

Tell the students to write a response to the following:

1. Kodi muli ndi galimoto?
2. Kodi ku Blantyre kuli chipatala?
3. Odi!
4. Kodi mwabwera kudzacheza nafe?
5. Mphunzitsi ali kuti?

PART III -- TRANSLATION

Tell the students to write the following in Chicheŵa:

1. Have you come to visit with me?
2. Don't bother with food.
3. What's this in Chicheŵa?
4. Today's a fine day.
5. Where is she?

PART IV -- CONVERSATION

Tell the students to write a brief conversation between two people who are visiting:

A:
B:
A:
B:
A:
B:

--LESSON FOUR-------

GRAMMAR LESSON 4A

COMMUNICATION/CULTURE LESSON 4B

Today the class will work with verb forms, the present progressive/ continuous, noun classes 15, 14 (6), the habitual verbs, and the question word 'bwanji?' In the communication/culture lesson, the students will practice conversing about their countries and jobs and giving information about themselves.

REVIEW

1. Review the structures, vocabulary, and pronunciation and tone exercises from the past few days.

2. Correct the summary exercises from yesterday.

GRAMMAR LESSON

VERB FORMS

Emphasize that the verb in Chicheŵa carries much more of the meaning in a sentence or phrase than it does in English and that this is accomplished by the use of affixes to the verb. Put a verb on the blackboard and "expand" it with as many different affixes as possible to show the student how this works.

When going through the examples, have the students repeat each one, and then call on them to translate each as you say it in Chicheŵa.

** Note on Exercises A and B, page 169. Do each exercise several times so that everyone has a chance to make different sentences.

THE HABITUAL TENSE -MA-

Provide practice with the given examples and some additional examples to be sure that the students can both distinguish and produce the change in tone for this tense/aspect.

ASSIGNMENT

Assign the Picture Dictionary and Summary Exercises for written homework.

--LESSON FOUR-------

COMMUNICATION/CULTURE LESSON

Have the class in chorus speak the conversation, some students playing "A" and some students playing "B".

Proceed as usual.

OCCUPATIONS

When discussing this section, give the students the Chicheŵa words for their occupations and for the occupations they inquire about.

MONOLOGUE

After practicing with the monologue by having the students repeat each line after you in the usual manner, have a student recite the monologue, inserting his own name and occupation as well as true facts about his own family in terms of number of brothers and sister, etc.

EXERCISES

Be sure that everyone has a chance to interact several times during each exercise, adding different words and phrases to the ones that are given.

MONOLOGUE FRAME

Have each student recite the monologue, inserting true information about him/herself and his/her family.

INTERVIEW

This activity is done in pairs. The students should question each other in Chichewa, asking "What is your name?", "Where are you from?", "What's your work?", etc. They should write the answers that they receive and then recite the monolouge about the person they interviewed. Give the students time to do the interview. Emphasize that they must use Chicheŵa to get the information.

Remember: Every person will recite a monologue about his/her partner. First one person plays the interviewer and then the other person does.

LESSON FOUR

READING

Tell the students to read this paragraph silently and try to figure out what it means. Then ask them questions in Chicheŵa about the reading, such as "What is this person's name?", "How old is he?", "What's his work?" The students should answer in complete Chicheŵa sentences.

PROVERB

Discuss the proverb with the students. Ask them to suggest a proverb in English with a similar meaning. Discuss when it would be appropriate to use this proverb in a conversation.

ADDITIONAL EXERCISES

An additional exercise which can be done using the monologue format is Device F -- Picture Description (People). Using a picture from the book or from a magazine or newspaper, have the students together or separately make up an identity for the person pictured. (See page 30 for further explanation.)

Another activity which would fit with the format and aims of this lesson is Device C -- Recitation (Frame-type). This is essentially what the students performed before in the Monologue Frame, but you can add other information such as date of birth, information about family members, interests, etc.

You can also have the students perform a dialogue in which they meet, greet, and introduce themselves to each other, giving information about themselves. Have two students perform this in front of the class. Check for appropriateness of what is said and comment on this when the dialogue is finished.

To utilize the grammar from Lesson 4A, have the students ask and answer questions about destinations and means of travel or doing something. You can use Device N -- Cummings Device to do this.

Begin with a sentence such as "We go to Blantyre everyday by car" and give the students substitutions involving persons (my friend, she, I, they, etc.), destination (the market, the village, Zomba, etc.), means (by bus, by plane, on foot) and time (everyday, at 10 o'clock, in the morning, etc.).

QUIZ

Administer the quiz at the end of this lesson.

QUIZ

PART I -- VOCABULARY

Tell the students to write the Chichewa words for the following:

1. beer
2. everyday
3. how?
4. to work
5. friends
6. a little
7. journey
8. father
9 truly?
10. nurse
11. your friend
12. living
13. reading
14. coming
15. doing

PART II -- WHAT DO YOU SAY?

Tell the students to write the correct response to the following:

1. Alikudya chiyani?
2. Mumalemba bwanji kalata?
3. Kodi mumamwa mowa?
4. Kodi ntchito yanu ndi yotani?
5. Kodi ku Ameleka mumachokera kuti?
6. Kodi mumapita bwanji kusitolo?
7. Kodi kuli njoka kuno?
8. Mukupita kuti?
9. Alemba bwanji?
10. Kodi mumapita kusukulu masiku

PART III -- TRANSLATION

Tell the students to write the following in Chichewa:

1. Do you want to buy a basket?
2. Is she selling flour?
3. Are you from Zomba?
4. They are building a bridge.
5. We go to Blantyre by car.

PART IV -- MONOLOGUE

Tell the students to write several sentences describing themselves.

GRAMMAR LESSON 5A

COMMUNICATION/CULTURE LESSON 5B

Today the class will concentrate on the perfect tense/aspect, action and stative verbs, the *-ja* and *-no* demonstratives, and relational locative nouns in the grammar lesson. In the communication/culture lesson, the class will learn how to ask for and give directions and locations.

REVIEW

1. Review Lesson Four: vocabulary, structures, pronunciation, and tone.
2. Correct the summary exercises from yesterday and remind the students that the answers to the Vocabulary Exercises are in the back of their book.

GRAMMAR LESSON

THE PERFECT TENSE/ASPECT

Explain to the students what the perfect tense/aspect is by giving English examples. This grammatical terminology may be unfamiliar to them.

Remember to go through the table, pronouncing the examples and having the students repeat.

DEMONSTRATIVES

Be sure to point out the differences between the various demonstratives to the students since English has only a "this/that" distinction regardless of distance.

Go through the tables with the students.

ASSIGNMENT

Do the Summary Exercises in class, but assign the Review Exercises (Lesson 1 - 5) as written homework for tomorrow.

COMMUNICATION/CULTURE LESSON

PRESENTATION

As a variation, choose one student from the class to come up in front of the class and perform the dialogue with you (let the student read from his book). Perform the dialogue as usual, first quickly and then slowly, and ask the students to guess what was said.

DIRECTIONS AND DISTANCE

Discuss these concepts with the students, asking them to relate any experiences they may have already had in Africa with these conceptual differences.

EXERCISES

** Note on Exercise 5.5.1: Ask the students as many questions as possible about the dialogue.

** Note on Exercise 5.5.3: Encourage the students to use all the verbs they have learned prior to this exercise. If they cannot recall the verbs, give them a verb to use in their question.

** Note on Exercise 5.5.5: Spend a lot of time with this exercise, giving each student many opportunities to describe the locations of objects and people in the classroom.

As a variation of Exercise 5.5.5, play a game wherein one student asks "What is between John and Mary?", "What is in front of Susan?", etc., using the question words learned so far.

MAPU A ZOMBA

Go over the map with the students, pronouncing the names of the buildings. Answer questions they may have about the names of other types of buildings.

Go through the questions about the map once in order and then mix them up and add your own questions as to the locations of various other buildings. Then have the students ask each other questions about locations on the map.

DIALOGUE

Have the students close their books and listen as you read the dialogue. Have them guess what is being said. Then have them open their books. Explain any phrases that are not clear.

SURVIVAL VOCABULARY

Practice the survival vocabulary by having the students give each other directions for getting to some location on the map.

Or, tell a student to give you directions for getting from a specific point on the map to another point. The student will then need to use the additional expressions to tell you where to turn, etc.

ADDITIONAL EXERCISES

You can use part of the dialogue in the Presentation for a dictation exercise today or use the short dialogue from the Supplementary Material. See Device O -- Dictation, for instructions on how to give a dictation. Have the students write the sentences of the dialogue on the board to check their work.

You can practice the giving and receiving of directions by having the students tell each other where to move around the classroom. You can teach them some other directions at this point, such as "Go to the _____", "Turn around", etc. For information on using directions in the classroom for practice, see Device E -- Directions.

QUIZ

Give the students the quiz following this lesson.

QUIZ

PART I -- VOCABULARY

Tell the students to write the Chicheŵa words for the following:

1. to find
2. leg
3. tools
4. to be tired
5. government offices
6. to be late
7. library
8. already
9. banana
10. cemetery
11. finger
12. mosque
13. shoe store
14. to be happy
15. to fall

PART II -- WHAT DO YOU SAY?

1. Kodi ku Blantyre kuli chipatala?
2. Kodi mwamwa moŵa?
3. Kodi mwadwala?
4. Muli amphaka m'chipindacho?
5. Mwagona bwanji?
6. Kodi mwadya?
7. Mumakhala kuti?
8. Kodi nyumba yanu ili patali?
9. Muli kuti?
10. Kodi mwatopa?

PART III -- TRANSLATION

1. Go to the right.
2. I'm lost.
3. Do you know how to cook nsima?
4. Do you know the location of that house?
5. Is this bicycle broken?

PART IV -- DESCRIPTION

Tell the students to briefly describe the location of their homes in America.

GRAMMAR LESSON 6A

COMMUNICATION/CULTURE LESSON 6B

In Lesson 6, the students will learn to form the simple past tense of verbs and will be introduced to verbal object prefixes and to the use of modifiers. Lesson 6 in the communication/culture book deals with medical terminology and procedures, including the learning of names for parts of the body.

REVIEW

In today's review, spend a good deal of time going over the Review Exercises (Lessons 1 - 5) which were assigned for homework. If students continue to have difficulties with any grammar points, go back to previous lessons and exercises for further practice.

GRAMMAR LESSON

SIMPLE PAST TENSE

Point out to the students that whereas English past tense for questions and negatives is carried on the auxiliary verb ('did/didn't') this is not true of Chicheŵa.

As you proceed through the lesson, contrast the past and present tense forms for the students by having them repeat the pronunciation after you and also by calling on them to guess which tense you have used.

MODIFIERS

Emphasize that modifiers must agree with the nouns they modify -- including numbers (a phenomenon not as extensive in English).

ASSIGNMENT

Assign the Summary Exercises for homework.

COMMUNICATION/CULTURE LESSON

PRESENTATION

After the class practices with the presentation in the usual manner, have one student "play" the doctor and another student play the patient and perform the dialogue with appropriate gestures.

--LESSON SIX-------

CULTURAL NOTES

Discuss the points related to medicine and 'witch doctors' with the students. Read the conversation to them and explain it.

EXERCISES

If you have any health professionals in your class, you may receive questions about the internal parts of the body as well. If there is enough class interest, you can also add vocabulary for the internal organs or systems by making simple drawings on the blackboard. Also refer students to the English/Chicheŵa medical dictionary at the end of the Supplementary Lessons.

ADDITIONAL EXERCISES

After practicing with the activities, the survival vocabulary, and the idiomatic expressions, be sure to provide the students with opportunities to practice using this vocabulary. Set up a situation in which a doctor or nurse is examining a patient and have the students take turns playing the doctor, nurse, or patient.

You could also use a situation in which a student must make an excuse to his/her teacher for being absent, a situation in which someone must break an appointment because of illness, or a situation in which a parent is explaining to another parent about his/her child's illness and what was done about it.

Device I -- Narrative on a medical theme would provide practice in the forms of descriptions common to medicine and also give the students additional information about Malaŵi culture.

QUIZ

Administer the quiz.

LESSON SIX

QUIZ

PART I -- VOCABULARY

Tell the students to write the Chicheŵa words for the following:

1. yesterday
2. one table
3. fire
4. head
5. when?
6. to see
7. companions (our)
8. meeting
9. to give
10. seven days
11. cups
12. to cook
13. fever
14. throat
15. eye

PART II -- WHAT DO YOU SAY?

Tell the students to write the correct response to the following:

1. Mukudwala chiyani?
2. Mumalemba bwanji dzina lanu?
3. Kodi agogo anu anadwala?
4. Kodi munaŵerenga bukulo?
5. Munagula chiyani?
6. Muli ndi achemwali angati?
7. Muli ndi zaka zingati?
8. Muli ndi mikono iŵiri?
9. Kodi munadwala dzulo?
10. Kodi miyendo inatupa?

PART III -- TRANSLATION

Tell the students to write the following in Chicheŵa:

1. Have you bought three bicycles?
2. Are you walking on the road?
3. Did you find my cows?
4. How many hoes do we have?
5. Does your head hurt?

PART IV -- SENTENCES

Tell the students to use the following verbs in an original sentence. (You may want to write the verb stems on the blackboard.)

1. -pweteka
2. -thandiza
3. -phika
4. -patsa
5. -ona

GRAMMAR LESSON 7A

COMMUNICATION/CULTURE LESSON 7B

In Lesson 7, the students will learn to form the future tenses, they will work with more relative pronouns and modifiers, time expressions and the question word "when?". Communication/Culture Lesson 7 deals with time words in the framework of a monologue about a carpenter.

REVIEW

1. Review yesterday's lesson.
2. Correct the homework.

GRAMMAR LESSON

THE FUTURE TENSES

The concepts of immediate and distant future should be contrasted for the students by the use of many examples. In English, of course, this time distinction is made adverbially rather than indicated in the verb itself.

TIME EXPRESSIONS

Give the students a lot of practice in producing the different time expressions by asking them questions which require a time designation in the answer. Do this after the section headed Liti? When?.

THE MODIFIER - INA

Point out to the students that *-ina*, like number stems and the relative stems *-mene*, forms its agreement with the AP of the relevant noun.

ASSIGNMENT

Assign the summary exercises at the end of Lesson 7A for homework.

COMMUNICATION/CULTURE LESSON

PRESENTATION

This presentation is longer than those the students have heard previously. Thus, you may need to break it up into sections when you read. For example, read the first paragraph three times as usual, ask the students if they can understand what is being said, and, then continue with the second paragraph.

Work with the presentation by asking questions of the students after you and they have repeated the sentences. You do not need to have a student perform the whole recitation, but you can have individual students read parts of it.

USAGE

Practice with the time expressions and days of the week, etc. by asking the students to produce the Chichewa word for the English cue you give them.

CULTURAL NOTES

Discuss these conceptions of time with the students. Ask them to think of any parallels to time expressions in American culture. Encourage questions and discussion.

EXERCISES

Ask as many questions about the text (Yes/No questions, Either/Or questions, Question-word questions (who?, what?, where?, why?, how?, when?)) as you can to cause the students to use the vocabulary and structures in their answers.

** Note on Exercise 7.5.6. You have done monologues before. This one encourages the students to describe their daily activities using the time expressions they have learned. Be sure that every student has a chance to recite. After each recitation, call on other students to pose questions to the student who has just recited.

** Note on Exercise 7.5.7. Divide the class into pairs to do the interview, and then have each person report the information he/she found out about his/her partner.

ADDITIONAL EXERCISES

See Device D -- Recitation (Speech Type). For more practice in describing the process of doing something, give the class a subject and a list of vocabulary to go with it such as that on page 27 .

QUIZ

Give the quiz at the completion of Lessons 7A and B.

QUIZ

PART I -- VOCABULARY

Tell the students to write the Chicheŵa words for the following:

1. week
2. Sunday
3. day before yesterday
4. farmer
5. lunch
6. rain
7. Monday
8. tomorrow
9. soon
10. day after tomorrow
11. to stop working
12. hours
13. night
14. to make
15. breakfast

PART II -- WHAT DO YOU SAY?

Tell the students to write a response to the following:

1. Kodi mudzagwira ntchito maŵa?
2. Mudya nyama lero?
3. Mulemba kalata liti?
4. Mumadzuka nthaŵi yanji?
5. Amapereka chakudya nthaŵi yanji?

PART III -- TRANSLATION

Tell the students to write the following in Chichewa:

1. I have just had an accident.
2. When did you come to Malaŵi?
3. They will build another house.
4. Did you sell her some eggs.?
5. There are seven days in a week.

PART IV -- SENTENCES

Tell the students to use the following time expressions in an original sentence. (You may want to write the expressions on the board.)

1. kuchokera . . . mpaka
2. lasabata
3. m'maŵa maŵa
4. liti?
5. madzulo

GRAMMAR LESSON 8A

COMMUNICATION/CULTURE LESSON 8B

VERB REVIEW

In Lesson 8 of the grammar book, the students will practice with 'why' questions and with the subjunctive, imperative, and *-yenera* forms in commands, requests, and suggestions. The communication/culture lesson again deals with directions on how to do something.

Since the Peace Corps volunteers will most likely be giving many directions and making explanations in their daily lives in Malaŵi, they should receive extensive practice with these forms in the classroom.

REVIEW

1. Review yesterday's lesson on time expressions by asking the students about their activities since leaving the class and about their plans for the evening or weekend.
2. Correct the homework.
3. Verb Review -- Following today's lesson, there is a Verb Review. This section summarizes the tenses learned so far to help the students deal with the verb forms. Tell the students to read this section for tomorrow. Then, during tomorrow's review session, go over this Verb Review just as you would a grammar lesson, explaining the examples, going through the charts, answering questions and doing the exercises in class.

GRAMMAR LESSON

COMMANDS AND REQUESTS

Be sure that the students understand the difference in politeness between using the subjunctive, imperative, and *-yenera* forms. Ask them to practice giving commands and making requests and suggestions to each other based on situations you describe. Comment on the appropriate politness of the form they use.

ASSIGNMENT

Assign both the Summary Exercises and the Verb Review for homework.

COMMUNICATION/CULTURE LESSON

PRESENTATION

After going through the presentation and new expressions in the usual manner, have a student recite the directions and have the other students pantomime actually doing them. For example, where the student says: "tengani poto ndi kutsuka" everyone else should pretend to be picking up a pot and washing it.

USAGE

Have the students practice making polite imperative requests in situations you describe (such as the post office, the bank, the market, the store, etc.).

CULTURAL NOTES

Discuss other instances where the use of the left hand would be incorrect.

EXERCISES

Spend a good deal of time having the students issue and perform the commands and requests. Encourage them to use the vocabulary from other lessons and to tell each other to interact with other objects and people in the classroom (for example, "greet the teacher", "take a book from Mary", "open the the window and stand near it", etc.).

When you go through the additional vocabulary, comment on the situations where these commands would be appropriate.

RIDDLES

Besides discussing the riddles which are given, think of some other riddles that the students can try to guess and put them on the board or ask them orally.

Also have the students share some American riddles with you.

ADDITIONAL EXERCISES

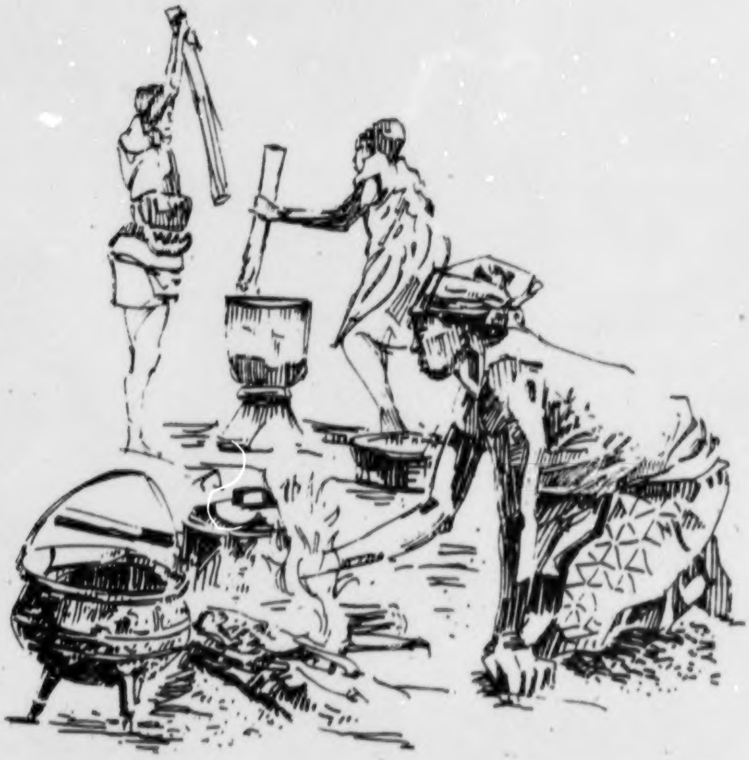
Device E -- Directions gives some further suggestions for situations in which directions could be issued and performed. Use this for further practice.

You could also use Device G -- Picture Description with a picture of someone building a house or a bridge or the like, having the students describe what is happening.

Device I -- Narratives (Information Type) could also be used here. The narrative about repairing a flat tire would provide further practice in the type of vocabulary and structures used in this lesson.

QUIZ

Give the quiz after the completion of Lessons 8A and 8B.



QUIZ

PART I -- VOCABULARY

Tell the students to write the Chicheŵa words for the following:

1. windows
2. why?
3. because of
4. to listen
5. to talk
6. finally
7. after that
8. hurry up!
9. don't be afraid!
10. a fly
11. to stir
12. to wash (something)
13. if
14. to enter
15. to forget

PART II -- WHAT SHOULD YOU DO?

Tell the students to write in English what they would do if they were given the following commands:

1. Tsekani chitseko!
2. Udikire pang'ono.
3. Mubwere kuno.
4. Bwera kuno!
5. Musapite kunyumbayo!

PART III -- TRANSLATION

Tell the students to write the following in Chicheŵa:

1. Write this!
2. Please give me that meat!
3. Don't sell the bicycle!
4. Don't buy this car.
5. Come to the field tomorrow.

PART IV -- SENTENCES

Tell the students to use the following verbs in sentences of their own. (You may want to write the verb stems on the blackboard.)

1. -omolera
2. -thira
3. -yang'ana
4. -dikira
5. -mvera

--LESSON NINE------

GRAMMAR LESSON 9A

COMMUNICATION/CULTURE LESSON 9B

The class will continue today to work in the grammar lesson with modifiers, the question words 'whom' and 'whose', and the verbal expressions for may/can/be able. In the communication/culture lesson they will learn how to bargain correctly when making purchases, learning the names of foods and units of money in the process.

In preparation for this lesson, you can cut from magazines or draw some pictures of the various food items mentioned so that you can drill the students on them by showing the picture and asking for the Chicheŵa word (add other common foods if you wish).

Also, to practice with money and making change, have in your pocket some of each type of coin and paper money to work with, having the students make imaginary purchases and make correct change.

REVIEW

1. Review the lesson on commands and requests by giving some commands and requests to the students and having them perform them.

2. Correct the homework from yesterday. Go through the Verb Review with the students, pronouncing the examples in the charts and encouraging questions. Work with the exercises several times as usual.

GRAMMAR LESSON

Proceed as usual, having the students read each section before you explain it and do the exercises. Point out that the modifiers in this section take a prefix (the AP + 'a') that differs from the prefix for modifiers such as numbers, -mene, etc.

Go through the exercises several times so the students all receive practice in using these important verb forms indicating permission, possibility, or ability.

ASSIGNMENT

Assign the Vocabulary Drill and Summary Exercises for written homework.

COMMUNICATION/CULTURE LESSON

PRESENTATION

Introduce this presentation by commenting on the practice of bargaining in Malawi culture. In America, one seldom bargains about merchandise unless it is being sold privately. Some of your students may thus be hesitant about the practice, as they may view it as arguing--an impolite thing to do from their point of view. Help your students to understand that bargaining is not only acceptable but also necessary and fun and help them to become skillful at it.

When you present the dialogue, use the appropriate intonation and gestures which would occur in this situation.

USAGE

Have the students repeat the names of foods after you and teach them some others. Drill the food names with pictures.

Have the students repeat the numbers after you and call on them one by one to practice counting from one to twelve.

EXERCISES

** Note on Exercise 9.5.1. Be sure to give the students the opportunity to play both the seller and the buyer in these activities.

Practice the Exercises without the book also, so that the students are actually bargaining with each other in a "real" situation.

** Note on Exercise 9.5.2. Encourage the students to use the vocabulary from the grammar lesson here, especially nouns modifying nouns. Have students ask for "today's milk" or "lake fish" or "small loaves of bread".

** Market Excursion, Exersise 9.5.4. Give the students a few days in which to do this exercise, reporting their results to the class after having completed it. Make up the list of items today as a class.

SUPPLEMENTARY DIALOGUE

You can use this dialogue as a dictation or as an aural comprehension exercise. Have the students close their books and listen while you say the dialogue. Then ask them questions about each sentence.

READING

Give the students time to read the passage and try to figure it out for themselves. Give them time to answer the questions for themselves. As they are working, walk around the classroom and give aid if needed. Then have the class work together on answering the questions and explaining the reading.

ADDITIONAL EXERCISES

Using Device B -- Dialogue (Frame-Type), put a dialogue on the board in which there are blanks. Have the students work together in pairs to create a dialogue based on a bargaining situation. Encourage them to use the vocabulary from the Additional Expressions section of this lesson as well as the other expressions they have learned.

Have the students "role play" a buying-selling situation, one student playing the customer and you playing the seller the first time. Then have two students perform.

To practice the names for foods which you have worked with today, play the Question Game (Device L). Have a student choose a "secret" food and have the other students ask questions to guess what it is. The person who guesses correctly is the next player.

QUIZ

Give the quiz after completion of Lessons 9A and 9B.

QUIZ

PART I -- VOCABULARY

Tell the students to write the Chicheŵa word for the following:

1. wisdom
2. hats
3. to borrow
4. to dance
5. new car
6. worthless bicycle
7. third child
8. to like
9. much rice
10. beans
11. each pile
12. orange
13. how much?
14. livestock
15. various

PART II -- WHAT DO YOU SAY?

Tell the students to write a correct response to the following:

1. Mukugulitsa bwanji matimati?
2. Mtengo wake ndi chiyani?
3. Sinditsitsa mtengo.
4. Mukukonda ntchito ya yani?
5. Mukuona yani?

PART III -- TRANSLATION

Tell the students to write the following in Chicheŵa:

1. That child can't walk.
2. I forgot to buy eggs.
3. Whose book is this?
4. Are your children sick?
5. They bought lake fish.

PART IV -- SENTENCES

Tell the students to write a sentence using each word below. (You may want to write these words on the blackboard.)

1. -nga-
2. -a yani
3. chisanu
4. -yendetsa
5. -kwera

GRAMMAR LESSON 10A

COMMUNICATION/CULTURE LESSON 10B

In Lesson 10, the students will add some more demonstratives, relative pronoun forms, and time expressions to those they have already learned and will work with expressing these concepts. In the Communication/Culture lesson they will practice looking for and giving jobs. Be sure to allow the students ample time to practice with the correct language and politeness rules for these situations.

REVIEW

1. Review the material that you worked with yesterday. Ask the students about their ability to do something. You can also drill the vocabulary for food and money by saying the English word and having them produce the Chicheŵa or by using your pictures from yesterday.

GRAMMAR LESSON

COUNTING TIME

Review the Chicheŵa numbers with the students before discussing this section.

DEMONSTRATIVES

Compare these *-mene* demonstratives with the *-no*, *-ja*, and the 'near'/'far' demonstratives that have already been presented. Give examples which show when each is used.

EXERCISES

** Expand the exercises by asking the students other questions which require them to answer using 'this, next, last' with time expressions.

ASSIGNMENT

Do the Summary Exercises and Vocabulary Puzzle in class, but assign the Review Exercises (Lesson 6-10) as as written homework for tomorrow.

COMMUNICATION/CULTURE LESSON

EXERCISES

Have two students perform the presentation dialogue. Give them instructions as to the proper behavior for this situation of asking for a job.

**Note on Exercise 10.5.2. The students should have had a lot of practice with sentences stating knowledge of how to do something and with the names for various occupations. If they need reminders, give them vocabulary to use.

SUPPLEMENTARY DIALOGUE

After practicing with the dialogue, have two students perform it, making additions or changes if they desire. Then go to the role-playing exercise, giving each student the opportunity to play a part or two parts.

WHAT'S MY LINE

This game is similar to the Question game and Twenty Questions which you have played before. It gives good practice in using questions to gain information.

READING

Have the students read silently, using the vocabulary notes given to help them understand it. Then ask them the questions which follow the reading. Add your own questions as well.

NYIMBO

Teach the students how to sing the songs and discuss where and when these songs would be heard.

ADDITIONAL EXERCISES

You can use Device C -- Recitation (Frame Type) for the students to make recitations about their jobs (see Sample Recitation Frame 3).

---------------------------------------LESSON TEN--------

If you have time today, you can give the students listening practice by using Device I -- Narratives (Information Type). There are three suggested narratives, "Harvesting", "Initiation Ceremony", and "Repairing A Flat Tire". Choose one to read to the students and then ask them questions about what they have heard. Be sure to put some important vocabulary on the blackboard first.

For additional grammar practice, you could use the format of Grammatical Exercise 11 -- Sentence Formation. Put the scrambled words on the blackboard and have the students form the sentences.

QUIZ

Give the quiz when you have finished presenting both parts of Lesson 10.

QUIZ

PART I -- VOCABULARY

Tell the students to write the Chicheŵa words for the following:

1. weeks
2. all
3. a cook
4. months
5. month
6. to be born
7. two birds
8. to ask
9. next month
10. to arrive
11. migrant laborer
12. last week
13. to try
14. three years ago
15. to hurry

PART II -- WHAT DO YOU SAY?

Tell the students to write the correct response to the following:

1. Munabwera kuno liti?
2. Mudzaphunzira Chicheŵa miyezi ingati?
3. Munaloŵa m'sitolo muti?
4. Anapita kuti pamene anadwala?
5. Muli ndi angati?

PART III -- TRANSLATION

Tell the students to write the Chicheŵa for the following:

1. I saw that very house.
2. I can't work when I'm tired.
3. They left two days ago.
4. We don't know where he has gone.
5. I won't hire you because I don't need a cook.

PART IV -- SENTENCES

Tell the students to use the following words in original sentences. (You may want to write these words on the blackboard.)

1. -a maŵa
2. -apita
3. -atha
4. mlungu
5. -badwa

GRAMMAR LESSON 11A

COMMUNICATION/CULTURE LESSON 11B

Lesson 11 deals with modifiers, both adjectival stems and verbal modifiers. The grammar lesson ends with a modifier review of the different modifiers and their characteristic formation. The communication/culture lesson gives practice in the use of color and other modifiers in the context of discussion about clothing. Use the clothing that is being worn by the members of the class to practice the vocabulary from these lessons.

REVIEW

In today's review, spend a good deal of time going over the Review Exercises (Lessons 6-10) which were assigned for homework. If students continue to have difficulties with any grammar points, go back to previous lessons and exercises for further practice.

GRAMMAR LESSON

MODIFIERS: ADJECTIVAL STEMS

Be sure the students understand how to form these modifiers. Give them practice by putting some adjectives and stems on the board and having the students combine them in the correct way. Go through the charts with the students, pronouncing the examples and having them repeat.

-TANI? 'WHAT KIND OF...?'

In addition to the exercises given here, ask the students questions with 'what kind of' about objects in the classroom and have them answer appropriately. For example, "What kind of fruit do you want?", "What kind of shirt is yours?", etc.

VERBAL MODIFIERS

As a review and also to practice these new modifiers, go through the table and then ask the students to produce the forms in Chichewâ. In other words, after practicing with the chart by repetition, you say an English phrase "He saw few fish" from the chart and have them produce the Chichewâ phrase without looking in their books.

--LESSON ELEVEN-------

MODIFIER REVIEW

The Modifier Review summarizes the five types of modifiers and their forms of agreement. Go through the examples in the table and elicit others from the students.

ASSIGNMENT

Assign the Summary Exercises for written homework.

COMMUNICATION/CULTURE LESSON

USAGE

The students will probably have questions about other colors as well. You can give them some other common color words to use.

EXERCISES

Be sure to give maximum practice in using these forms by having the students make comments about the clothing being worn by people in the class. (Exercise 11.5.1)

Exercise 11.5.2. is the same type of game as the class has played before, this time using an item of a secret color.

SUPPLEMENTARY DIALOGUE

Use the dialogue as a role play situation, having one student play the customer and one student play the shopkeeper. Each time that you have two students perform the dialogue they should change the item being discussed, its color, size, price, etc. Give them help if they cannot remember vocabulary. Also check pronunciation, tone, intonation, and the appropriateness of their remarks.

READING

Give the students time to read the passage and figure out its meaning. Then go through the questions together, answering any of the students' questions about the reading also.

ADDITIONAL EXERCISES

Have the students play a description game. One student secretly chooses another student in the classroom. The other students try to guess who it is by asking questions about the "mystery student's" appearance. For example: 'Is this person male or female?, 'Is he/she wearing a blue shirt?', 'Is he/she tall?', etc.

You can give the students some listening practice by giving them a dictation of one paragraph's length from the reading. Read it to them once through and then phrase by phrase and have them write it. Repeat each phrase two times as they are writing and at the end of the dictation repeat the entire passage. Then have them open their books to check their errors immediately.

QUIZ

Give the quiz at the end of the lesson.

QUIZ

PART I -- VOCABULARY

Tell the students to write the Chicheŵa words for the following:

1. a tall man
2. a small stone
3. a big field
4. a long hoe
5. a female dog
6. a male cat
7. last room
8. little money
9. first child
10. enough food
11. numerous fish
12. few friends
13. big car
14. small house
15. to be old

PART II -- WHAT DO YOU SAY?

Tell the students to write a response to the following:

1. Munapeza chiyani?
2. Munaona chiyani?
3. Kwanu ndi kuti?
4. Motani usiku?
5. Mukufuna chakudya chotani?

PART III -- TRANSLATION

Tell the students to write the Chicheŵa for the following:

1. What kind of food is in this field?
2. Is this bridge old?
3. What kind of dog do you want, male or female?
4. Is he wearing a green shirt or a yellow shirt?
5. Which tailor made those clothes?

PART IV -- SENTENCES

Tell the students to write an original sentence using each of the following words. (You may wish to write the words on the blackboard.)

1. -kulu
2. -tani?
3. -zizira
4. -maliza
5. -ti?

GRAMMAR LESSON 12A

COMMUNICATION/CULTURE LESSON 12B

In Lesson 12 the students will concentrate on contracted forms and word order with modifiers, demonstratives, and possessive pronouns. In the communication/culture lesson, they will gain more information about farming, seasons, and the weather.

REVIEW

1. Review yesterday's lesson on modifiers by having each person make a comment on what another person is wearing. Also go through the lesson and choose a few items from each exercise to review.

2. Correct the Summary Exercises.

GRAMMAR LESSON

CONTRACTIONS

The students need extensive practice in hearing and identifying the contractions. You can give them listening practice by saying the contracted forms and having them write the full forms as an exercise. Before doing this, be sure that you have pronounced and had the students repeat the examples and contractions given throughout the lesson.

ASSIGNMENT

Assign the Summary Exercises for written homework.

COMMUNICATION/CULTURE LESSON

EXERCISES

After you ask the students questions about the text, have them ask each other questions.

After doing the exercises which have to do with the weather, have the students give short recitations about the weather in the part of the country from which they are. Give them any additional vocabulary that they need to describe the weather in their home state.

--LESSON TWELVE-------

Practice with the names of the months and the names of the seasons by giving the students an English cue and asking them for the Chichewa translation.

TRANSLATIONS

Have each student work individually on the translation, and then go through it together when most students have finished.

READING

Have the students read the passage themselves and use the vocabulary translations to help themselves understand. After everyone has finished reading, discuss the passage and ask and answer questions. Have the students ask the class questions about the passage.

IDIOMS

Go through the idioms and have the students use them in sentences.

RIDDLE AND PROVERB

Discuss the occasions where these would be appropriate things to say.

ADDITIONAL EXERCISES

You can use Device D -- Recitation (Speech-Type) today by giving the students a list of vocabulary having to do with farming and having them use it in a short 1-2 minute talk. (See Sample Number 3.)

You can also do a role play today. Device H -- Role Play has a situation in which a neighbor's goats destroy the crops of another neighbor.

QUIZ

Give the quiz upon completion of parts A and B of Lesson 12.

QUIZ

PART I -- VOCABULARY

Tell the students to write the Chicheŵa words for the following:

1. to play
2. to grow
3. rainy season
4. to be bad
5. mud
6. with me
7. with you (plural)
8. with us
9. with them
10. with her
11. sometimes
12. everyone
13. wind
14. mud
15. July

PART II -- WHAT DO YOU SAY?

Tell the students to write a response to the following:

1. Kodi mudzamanga nyumba nane?
2. Anakupatsani mabuku atatu ati?
3. Ndingapite?
4. Kodi nyengo imahkala bwanji mwezi wa Malachi?
5. Ku Ameleka mwezi wozizira ndi uti?

PART III -- TRANSLATION

Tell the students to write the Chicheŵa for the following:

1. How will the weather be today?
2. Can we plant maize tomorrow?
3. Will there be a meeting at work today?
4. Did you kill the hoe today?
5. How was the weather last week?

PART IV -- SENTENCES

Tell the students to write a sentence using each word below.

1. -kolola
2. -tangandiwa
3. -ledzera
4. nane
5. nazo

------------------------------------LESSON THIRTEEN-------

GRAMMAR LESSON 13A

COMMUNICATION/CULTURE LESSON 13B

In Lesson 13 the students will learn the applied verbal suffix *-r-* and *-nse*, 'each, every, all, any'. The communication/culture lesson deals with bus travel in Malaŵi, including work with vocabulary for fares and schedules.

REVIEW

1. Review the contracted forms from yesterday by saying the contraction in a sentence and having the students give the full form of the sentence in Chicheŵa.

2. Correct the Summary Exercises in class.

GRAMMAR LESSON

APPLIED VERBAL SUFFIX -R-

Be sure to give examples of each use of this suffix mentioned in the explanation. Put examples on the board and have the students follow the rules to choose the correct suffix.

ASSIGNMENT

Assign the Verb Puzzle and Summary Exercises for written homework. The answers to the Verb Puzzle are in the back of the book.

COMMUNICATION/CULTURE LESSON

USAGE

As you proceed through the usage notes, have the students produce other examples of sentences using each structure.

CULTURAL NOTES

Drill the names of the months by asking the students to give you the Chicheŵa form for your English cue word.

--LESSON THIRTEEN-------

BUS TRAVEL

Discuss bus travel with the students, including some personal experiences of yours and theirs with the bus service in Malaŵi and in America.

EXERCISES

**Note on Exercise 13.5.5. Encourage the students to use as many time expressions as they can to answer the questions. Also ask related questions such as "What time is it?", "When does the bus leave?", etc.

In the exercise on the Timetable, practice saying the times in Chicheŵa.

Role play a conductor and passenger, letting all the students have a chance to play a part. Change the situation, destination, amount of fare, identity of the person, etc.

Give the students several days to complete the exercise wherein they go to the local bus station and actually inquire about the service. Role play this exercise first; you play the person at the ticket office and have the students play the customers. Practice with what they should say when they actually go to the local bus station. Have them report in a few days about what they did, and the information they received on how to make their journey.

READING

Give the students time to read the conversation and try to figure it out with the vocabulary given. Then discuss the questions. Have the students ask other students questions about the dialogue.

SUPPLEMENTARY READING

Practice with the reading by having the students repeat after you then recite the poem to them as it should be recited. Discuss the meaning of the poem and ask the students to try to compose their own poems in Chicheŵa. Let them recite their poems at the end of class if you give them time to do this in class or tomorrow at the beginning of class.

ADDITIONAL EXERCISES

You can give the students additional practice in using the bus timetable by having them plan journeys in pairs. Divide the group into pairs and have them discuss (in Chicheŵa) where they will go and how they will get there, when and where they will meet, what they will take on their trip, etc. Then have each pair report to the class.

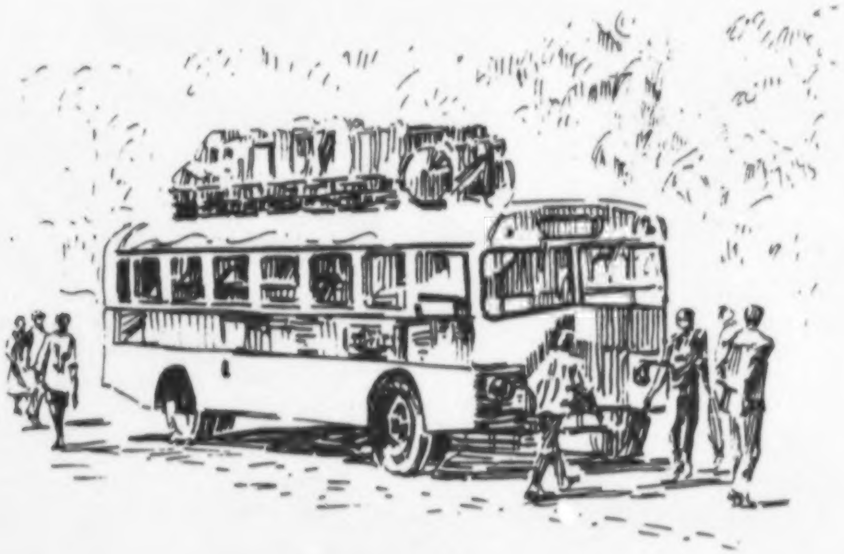
Review the giving of directions by having a role play of a conversation which occurs in the bus station, one person asking for directions to a particular place and the other person telling him/her how to take the busses to that place.

Also role play a visit to a restaurant by taking turns being the waiter/waitress and customer(s). Ask about the availability, cost, and description of particular foods.

As a change of pace, use Device J -- Narrative (Story Type) and tell the students a story. The sample story given is about the Turtle and the Baboon, but any story would be fine. Read the story several times, then sentence by sentence if the students don't understand. Put difficult vocabulary on the board. Then ask the students questions about the story. See if they are able to translate a similar story from English into Chichewa. You may want to assign pairs to try to translate a story and then tell the story at the end of class.

QUIZ

Give the quiz after completing Parts A and B of Lesson 13.



QUIZ

PART I -- VOCABULARY

Tell the students to write the following in Chicheŵa:

1. wounds
2. leaves
3. to come
4. to steal
5. bird
6. express
7. passenger
8. plank
9. receipt
10. ticket
11. April
12. August
13. free
14. together
15. conductor

PART II -- WHAT DO YOU SAY?

Tell the students to write a response to the following:

1. Ndani anatibera galimoto yathu?
2. Apitiranji ku Zomba?
3. Mukumanga sitolo yotani?
4. Nsima nchiyani?
5. Mufuna kukwera basi iti: ya Ekesipulesi kapena ya lokolo?

PART III -- TRANSLATION

Tell the students to write Chicheŵa for the following:

1. I want a ticket to Blantyre.
2. Please help me. I'm lost.
3. Did you buy tickets for the children?
4. Bring me a small plate of nsima.
5. Why are you buying all of the tomatoes?

PART IV -- SENTENCES

Tell the students to write a sentence using each of the following words. (You may want to write these words on the blackboard.)

1. -nse
2. -tengera
3. nkhokwe
4. -lembera
5. pamodzi

GRAMMAR LESSON 14A

COMMUNICATION/CULTURE LESSON 14B

Lesson 14 grammar deals with making comparisons with modifiers, and using the reciprocal and reflexive verbs. In the communication/culture lesson, the students will work with a folk tale in the presentation and get practice in using the comparisons and verb types of the grammar lesson.

REVIEW

1. Review yesterday's lesson by picking out a few items from each exercise and asking the students to respond.
2. Correct the homework.

GRAMMAR LESSON

COMPARISONS WITH MODIFIERS

As you work through the examples for each section, have the students make comments about objects and people they know using the adjectives they have learned.

ASSIGNMENT

Assign the Summary Exercises for written homework.

COMMUNICATION/CULTURE LESSON

PRESENTATION

Read the presentation to the students as if you were really telling it to a group of people rather than reading. After reading it and going over the vocabulary, have the students practice "telling" the story with correct intonation.

CULTURAL NOTES

As you go through this section, discuss the reasons that people create fables, myths, and legends and encourage the students to tell you some American myths and legends.

LESSON FOURTEEN

READING

Give the students time to read the passage and figure it out. Then have them ask each other questions about the passage. Their questions will tell you how well they understood the reading. Also ask the questions in the text of the students.

STORY-TELLING

Tell the students other folk-tales you know. Then have them attempt to write a short folk-tale to tell the class. Give them vocabulary help.

SUPPLEMENTARY READING

Before the students read the poem, recite it to them with the correct intonation several times. See if they can guess the meaning before they read it and practice it themselves.

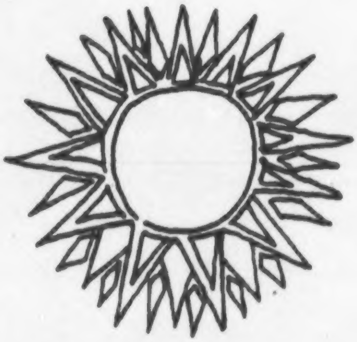
ADDITIONAL EXERCISES

For listening practice today, you can give the students a short dictation of one of the early lesson's dialogues or monologues.

There are additional narratives that you may want to use today (Devise I -- Narratives (Information-Type)).

QUIZ

Give the quiz after completing both parts of Lesson 14.



----------------------------------LESSON FOURTEEN-------

QUIZ

PART I -- VOCABULARY

Tell the students to write the Chicheŵa words for the following:

1. be interesting
2. be beautiful
3. be different
4. be similar
5. be heavy/rich
6. to excell
7. star
8. life/health
9. old/former
10. new
11. to remember
12. to be forbidden
13. to see each other
14. like/as
15. to talk together

PART II -- DICTATION

Tell the students to write each sentence. (Read each sentence three times.)

1. M'Malaŵi tawuni yaikulu kuposa onse ndi iti?
2. Mphunzitsi wokongola kupambana onse ndi uti?
3. Tinalankhulana.
4. Tidzaonananso.
5. Tili ndi ana kufanana ndi iwo.

PART III -- TRANSLATION

Tell the students to write the Chicheŵa for the following:

1. Her house is the biggest house in the village.
2. He hit himself.
3. Don't buy those worthless fruits!
4. Buy these tomatoes -- they are better than those.
5. They killed each other.

PART IV -- SENTENCES

Tell the students to write sentences using the following words.

1. -menya
2. -pweteka
3. -cheka
4. -lankhulana
5. -dzi-

GRAMMAR LESSON 15A

COMMUNICATION/CULTURE LESSON 15B

In this lesson, passive verbs (verb suffix *-dω-*) and verbal T/A prefixes for 'before', 'after', 'when', and 'if' are introduced and practiced. In the communication/culture lesson, the students will learn about building a house. This is a good opportunity to review the forms learned in previous lessons for giving directions 'Bring me the hammer', 'I need the small saw', etc. and the lesson on the carpenter (Lesson 7).

REVIEW

1. Review yesterday's lesson by asking the students to make comparisons between objects and people in the classroom.
2. Correct the homework.

GRAMMAR LESSON

VERBAL T/A PREFIXES

Spend ample time explaining and providing practice in using these T/A prefixes. Emphasize the complex sentence structure required by these T/A prefixes (a subordinate clause + a main clause). Be sure the students are aware of the verb final *-e* with *-sana-*. Also point out the conditional nature of *-kana-*/*-kada-* and the greater possibility implied by *-ka-*.

ASSIGNMENT

Do the Summary Exercises in class, and assign the Review Exercises (Lessons 11-15) for written homework.

COMMUNICATION/CULTURE LESSON

PRESENTATION

Introduce the presentation and read it as usual and then see how much the students are able to guess of the meaning before you explain it. Go through section by section, calling on students to give the approximate meaning of what was said.

--LESSON FIFTEEN-------

USAGE

Drill the students on the use of the past progressive. Give them present progressive sentences to change into past progressive.

EXERCISES

**Note on Exercise 15.5.2. In this exercise with the past progressive also encourage the students to use as many of the different time expressions they have learned as they can. Give suggestions if they cannot remember.

SUPPLEMENTARY READINGS

Give the students time to read and understand the passage.

Discuss ideophones with the students, showing them how to make the sounds correctly. Then read the passage to them, using the appropriate sounds. Then have each of the students read parts of the passage.

RIDDLES

Play some more with riddles today. Tell them some more riddles of your own.

ADDITIONAL EXERCISES

Have the students role-play the building of a house or the digging of a latrine. They can all participate in the role-play at the same time, pantomiming the construction of a house. Have one student play the foreman and the others the workers.

For additional speaking practice today, you can use Device C -- Recitation (Frame Type) or Device D -- Recitation (Speech Type). Give the students a subject to speak about (perhaps they can describe their own houses here in Malaŵi or in America) and give them either a list of vocabulary or a frame to fill.

QUIZ

Be sure to allow enough time for the quiz and questions today. This quiz is a review of the past lessons.

QUIZ

Tell the students that this quiz and all the following quizzes will contain items from each of the past lessons as a review. Encourage the students to review items which give them difficulty.

PART I -- VOCABULARY

Tell the students to write the Chicheŵa word for the following:

1. goats
2. to remember
3. to show
4. to fix
5. to be different
6. small child
7. to be bad
8. receipt
9. a short distance
10. female cat
11. weeks
12. livestock
13. why?
14. day before yesterday
15. throat

PART II -- WHAT DO YOU SAY?

Tell the students to write a response to the following:

1. Odi!
2. Mwagona bwanji?
3. Kodi mudzamanga nyumba nane?
4. Mufuna kukwera basi iti: ya Ekesipulesi ya lokolo?
5. Sinditsitsa mtengo.
6. Muli ndi ana angati?
7. Munaona chiyani?
8. Mukufuna chakudya chotani?
9. Amapereka chakudya nthaŵi yanji?
10. Kodi mwadwala?

PART III -- TRANSLATION

Tell the students to write the following in Chicheŵa.

1. I've read every book that he wrote.
2. My job in America was interesting.
3. Have you seen the new library?
4. You should go to the market today.
5. This food was cooked by my friend.

--LESSON SIXTEEN-------

GRAMMAR LESSON 16A

COMMUNICATION/CULTURE LESSON 16B

Grammar Lesson 16 deals further with the stative suffix *-k-* and conjunctions. Communication/Culture Lesson 16 concerns the bicycle, its parts and use. The rules for bicycle riders are somewhat different in Malaŵi from those in the United States, so be sure your students can understand and follow them.

REVIEW

In today's review, spend a good deal of time going over the Review Exercises (Lessons 11-15) which were assigned for homework. If students continue to have difficulties with any grammar points, go back to previous lessons and exercises for further practice.

GRAMMAR LESSON

-K- THE STATIVE SUFFIX

Be sure that your students can discern between the use of the stative suffix *-k-* and the passive suffix *-dw-*. Give them contrastive examples.

ASSIGNMENT

Assign the Summary Exercises for written homework.

COMMUNICATION/CULTURE LESSON

PRESENTATION

After practicing the presentation in the usual manner, the students should be able to role-play the situation, taking the parts and changing the names and circumstances.

Also role-play the second conversation between Kathy and Wokonza.

ADDITIONAL VOCABULARY

Be sure to have the students practice with the additional vocabulary by inserting it into the dialogues.

EXERCISES

**Note on Exercise 16.5.2. You can have each pair of students perform this differently. Let their and your imagination be the limit as to the type of situation and the answer to 'What happened?'

SUPPLEMENTARY READINGS

Give the students time to read the rules. Be sure to go through them so that the students understand. Have the students practice the signals several times and then have students make the signals, with the other students telling what a particular signal means. For instance, if a student puts his/her arm out to the right, the other students describe the "meaning" by saying 'He/She's going to turn right'. They should of course give the meaning in Chicheŵa.

ADDITIONAL EXERCISES

Practice with several different role-play situations which involve the questions 'What's the matter?' or 'What's the problem?' The students have vocabulary for medical situations, farming, building, etc.

Put a frame type dialogue on the board (See Device B -- Dialogue: Frame Type) and have the students create conversations using the new expressions learned in this lesson.

Have each student give another student directions on how to ride a bicycle. The other student should perform the actions just as the other student directs (for example, 'Put your right foot on the right pedal', 'Sit down on the seat', 'Hold onto the handlebars', etc.). This will give added practice in giving directions as well as in the vocabulary for this lesson.

--LESSON SIXTEEN------

Device I -- Narratives (Information-Type) has a sample narrative on repairing a car engine. You can use this narrative today to introduce vocabulary about the car and also for listening practice. After reading the narrative, ask the students questions.

QUIZ

Give the quiz on completion of Lesson 16.

QUIZ

PART I -- VOCABULARY

Tell the students to write the Chicheŵa for the following words:

1. to cut
2. to be torn
3. to break
4. to tear
5. even if
6. if
7. two flowers
8. exam
9. entrance
10. brakes
11. foot
12. accident
13. chain
14. work
15. motorbike

PART II -- WHAT DO YOU SAY?

Tell the students to write a response to the following:

1. Kodi yatani njinga?
2. Chimapezeka chiyani m'Malaŵi?
3. Mudzapita kuti ngati malaya ang'ambika?
4. Mudzachita chiyani ngati mudzapita ku Blantyre?
5. Motani? (Mukutani?)

PART III — TRANSLATION

Tell the students to write the following in Chicheŵa:

1. Which pen is yours?
2. Show me your field and workers.
3. This thing is worthless.
4. I study even if there is no exam.
5. I'll go with you if you ask me.

PART IV — SENTENCES

Tell the students to write a sentence using each of the following words:

1. ngakhale
2. ngati
3. ngakhale ... kapena
4. -mweka
5. -oneka

GRAMMAR LESSON 17A

COMMUNICATION/CULTURE LESSON 17B

In this lesson, the students will work with several different types of conjunctions as well as the verbal function of *kuti*. In the communication/culture lesson, the students will learn about "going to school" in Malaŵi.

REVIEW

1. Review concepts from the past several days, choosing a few items from each lesson (from the summary exercises at first, and then if more work is needed, from the regular exercises) and having the students respond with the answers.
2. Correct the Summary Exercises with the class.

GRAMMAR LESSON

KUTI 'THAT'

In discussing *kuti*, point out to the students the differences between 'that' as a conjunction ('I know that he will come.') and 'that' as a relative pronoun (I saw the house that/which he bought.').

ASSIGNMENT

Assign the Summary Exercises for homework.

COMMMUNICATION/CULTURE LESSON

USAGE

For practice, review all the different ways to say 'How are you?' for various times of day. You say a time of day (morning, noon, afternoon, evening, night, etc. in Chicheŵa of course) and have the students give the appropriate greeting.

Also review the use of the reflexive verbal *-dzi-* here with other persons.

Give the students other vocabulary for subjects taken in school.

----------------------------------LESSON SEVENTEEN-------

CULTURAL NOTES

While discussing education in Malaŵi, also teach the students the correct names for each grade in school and each level.

READING

Use one of these readings as a narrative and one as a reading. For the narrative, put the difficult vocabulary on the board before you start to read. Then call on the students to answer questions based on the narrative.

For the reading, give the students time to read the passage and figure it out using the vocabulary given. Then go over the questions together as a class.

EXERCISES

Ask questions abou the other readings as well as the dialogue and have the students also pose questions to each other.

SUPPLEMENTARY READING

Give the students time to read as usual and then have them pose questions about the reading in Chicheŵa to each other.

PATSEPATSE NKULANDA

Read the poem to the students and have them follow along without looking at the English translation to see how much of it they can understand.

Have the students repeat the poem after you, line by line, and then have the students each recite a part of the poem.

Discuss the meaning and significance of the poem in Malaŵi culture.

ADDITIONAL EXERCISES

Have the students perform a dialogue talking about school and their schooling—that is, a dialogue which might take place after Chicheŵa class was over.

--LESSON SEVENTEEN-------

Have the students give a recitation about their educational background—where they went to school (from kindergarten on up), what subjects they studied, etc.

QUIZ

Give the quiz at the end of Lesson 17.

LESSON SEVENTEEN

QUIZ

PART I -- VOCABULARY

Tell the students to write the following in Chicheŵa:

1. to answer
2. to tell
3. to say
4. to ask
5. to invite
6. chair
7. stop/that's all
8. holes
9. rain
10. Wednesday
11. Thursday
12. second wife
13. various
14. to borrow
15. week

PART II -- WHAT DO YOU SAY?

Tell the students to write a response to the following:

1. Mudzamufunsa chiyani?
2. Chifukwa chiyani mumagwira ntchito?
3. Mwakhala mukuchita chiyani?
4. Mwakhala pano nthaŵi yotani?
5. Wauka bwanji?

PART III -- TRANSLATION

Tell the students to write the Chicheŵa for the following:

1. I have been studying since 8 o'clock.
2. They have been learning Chicheŵa since May.
3. He said that he wanted to buy a hammer.
4. How long have they been working?
5. I forgot that the water was hot.

PART IV -- SENTENCES

Tell the students to write one sentence for each word given below:

1. kuti 'so that'
2. chi ... -re
3. kuyambira
4. nthaŵi yotani
5. kuti 'that'

------------------------------------LESSON EIGHTEEN-------

Grammar Lesson 18A

Communication/Culture Lesson 18B

In grammar lesson 18, the students will learn the use of the causative suffix, *-ts-*, and will work with noun formation. In the communication/ culture lesson, they will gain further cultural understanding of some agricultural concepts.

Review

1. Review yesterday's lesson and also review concepts from previous lessons with which the students need more practice.

2. Correct the homework from yesterday.

Grammar Lesson

After going over the lesson and the exercises, give the students some written exercises requiring them to change the given words into nouns. You can take items from each exercise or use your own items.

ASSIGNMENT

Assign the Summary Exercises for homework.

Communication/Culture Lesson

PRESENTATION

When you introduce and present this dialogue to the students, be sure to use the gestures and tone of voice appropriate to the characters in it. Also, when you have two students perform the dialogue, have them do so with appropriate gestures, eye contact, etc.

EXERCISES

There are other questions which you can ask about the dialogue besides those here. Have the students pose questions to each other. Include some 'why?' questions.

---------------------------------------LESSON EIGHTEEN-------

READING

Give the students time to read and to try to figure out the meaning of the passage. Then go through the questions and have the students pose questions to each other.

ROLE-PLAYING

Make this role-play situation as realistic as possible. Before performing it, go over vocabulary and structures which will be used. Describe for the students the type of person each character is and what his/her attitude in the situation is likely to be.

SUPPLEMENTARY READING

Read this to the students, having them listen with their books closed. Ask them to try and tell you what each stanza is saying (repeat each stanza). Then have them open their books and follow along as you read and then repeat each line after you. Call on individual students to recite each stanza. Comment on pronunciation, tone, intonation, etc.

The students have had several poems now in past lessons. You may want to assign them to memorize their favorite poem and perform it for the class, complete with appropriate gestures and tone of voice, etc.

PROVERBS

How would you use each of these proverbs?

ADDITIONAL EXERCISES

As a writing exercise, have the students write a story or poem or narrative of their own in Chicheŵa. Give them time to work on this in class. Go around the class and help them with vocabulary and structures. Then have each person tell his/her narrative, story or poem to the class.

You may want to do another style contrast exercise today, contrasting the various degrees of politeness used to certain kinds of officials such as the judge or chief in today's role play.

You can adapt the picture description device (Devices F and G) by using a picture of two or three people and having the students tell what each person is saying.

For listening practice, dictate a stanza from one of the poems that the students have studied or part of today's reading.

--------------------------------------LESSON EIGHTEEN-------

QUIZ

Give the quiz after finishing both parts of this lesson.

QUIZ

PART I -- VOCABULARY

Tell the students to write the following in Chicheŵa:

1. to show
2. to cause to fall
3. to feed
4. to cause to leave
5. to multiply
6. beverages
7. dead men
8. teaching
9. marriage
10. answers
11. green grass
12. across the river
13. hunger
14. to complain
15. to take care of

PART II -- WHAT DO YOU SAY?

Tell the students to write a response to the following:

1. Mumavala chiyani?
2. Ndani angathe kukonza galimoto yanga?
3. Aphunzitsi anu anakuuza chiyani?
4. Ndani amalemba mabuku?
5. Mlonda ndani?

PART III -- TRANSLATION

Tell the students to write the following in Chicheŵa:

1. What did the teacher tell us to do?
2. Who is going to make your shirt?
3. He asks many questions everyday.
4. Your way of studying will not help you learn.
5. The boss told me that I should wait here.

PART IV -- SENTENCES

Tell the students to use the following words in original sentences:

1. zosiyana
2. chilankhulo
3. -thandiza
4. -mwetsa
5. -seketsa

--LESSON NINETEEN-------

GRAMMAR LESSON 19A

COMMUNICATION/CULTURE LESSON 19B

In Lesson 19 the students will learn another modifier stem - meaning 'only, alone, or -self', the augmentative prefixes *chi-/zi-* for nouns, and various verbal prefixes and suffixes meaning 'still' and 'yet'. In the communication/culture lesson, they will learn more about the daily lives of farmers, animal fables, and reduplication in Chichewâ.

REVIEW

1. Review yesterday's lesson on the causative verb forms and on noun formation. For the causative verbs, have the students ask and answer questions using the causative suffix: 'What did he cause you to do?'/'What did he make you eat?' 'Where did you make him go?' For noun formation, practice making both object and person nouns form verbs by asking questions such as: 'Who fixes cars?'/'Who prepares dinner?'/'Who sells fruit?' Then reverse the exercise by having the students ask each other 'Who is a carpenter/a cook/a tailor?' and provide descriptions or definitions of their work.

2. Correct the Summary Exercises.

GRAMMAR LESSON

-KHA 'ONLY, ALONE, -SELF'

Be sure to contrast 'only' and 'alone' when referring to people. Also point out the difference between *kha* as 'self' ('I did it myself') and the reflexive '-self' ('I hit myself').

CHI/ZI AUGMENTATIVE PREFIXES

Emphasize that these prefixes act just like the diminutive prefixes, only making things 'big' instead of 'small'.

---------------------------------------LESSON NINETEEN-------

ASSIGNMENT

Assign the Summary Exercises for written homework.

COMMUNICATION/CULTURE LESSON

CULTURAL NOTES

Expand on the information provided about new and old methods of agriculture. Use examples from your own village about how methods of agriculture may have changed during the recent past.

Describe for the students the sort of life a farmer leads throughout the year. How does a farmer's daily schedule of activities differ during the rainy season, the hot season, and the dry season? Again use examples from your own observations and experience.

EXERCISES

After you ask the students questions about the text, have them ask each other questions of their own making.

After doing the activities on greetings, have the students create short dialogues with one another which utilize both the new and old patterns. Use this activity as a prelude to the longer dialogues they'll create under Dialogue.

After asking questions about the animal fable, have the students ask each other additional questions about the text. Then, if time permits, tell a tale or two that you know about Kalulu, Fisi and other animals. Any new expressions and structures you may use in your recitation should be written on the blackboard to aid students in their comprehension of the tale. When you have finished, ask the students comprehension questions about what you have narrated.

Encourage the students to tell their own fables. If they are not ready to narrate a story spontaneously, give them a day to prepare a short presentation. They should be able to recite their narratives with only a few notes. At the completion of their narratives, they should ask questions of their classmates to test their comprehension.

DUŴA

Read the poem to the students and have them follow along without looking at the English translation to see how much of it they can understand.

--LESSON NINETEEN-------

Have the students repeat the poem after you, line by line, and then have the students each recite a part of the poem.

Discuss the meaning and significance of the poem.

ADDITIONAL EXERCISES

Device J -- Narrative (Story Type). Use the tale of the 'Baboon and the Turtle' as another example of animal fables. Before reading it, ask comprehension questions. You may also wish to discuss the moral of the fable.

Use part of the 'Baboon and the Turtle' as a dictation (Device O).

QUIZ

Give the quiz after completing both parts of Lesson 19.

--LESSON NINETEEN-------

QUIZ

PART I -- VOCABULARY

Tell the students to write the following in Chicheŵa:

1. himself
2. I'm still waiting.
3. myself
4. big knives
5. ourselves
6. They haven't come yet.
7. yourselves
8. a big car
9. herself
10. themselves
11. dispute
12. to meet
13. to feed
14. swamp
15. goat

PART II -- WHAT DO YOU SAY?

Tell the students to write a response to the following:

1. Ku Ameleka mumakhala nokha?
2. Mwauka bwanji?
3. Mumadya nsomba yokha?
4. Odi!
5. Mukuŵerengabe phunziro la khumi ndi Chisanu ndi Chiŵiri?

PART III -- TRANSLATION

Tell the students to write the Chicheŵa for the following:

1. I haven't seen her yet.
2. Only these boys were late.
3. He's still fixing your bicycle.
4. That big house has been sold.
5. You carried that heavy table yourself.

PART IV -- SENTENCES

Tell the students to write one sentence for each word given:

1. yekha
2. -daka-
3. zokha
4. -be
5. chimpira

------------------------------------LESSON TWENTY-------

GRAMMAR LESSON 20A

COMMUNICATION/CULTURE LESSON 20B

In Lesson 20 the students will learn another stem-*mwe* meaning 'even, as well, the same' as a modifier, demonstrative, and relative pronoun. In addition they will learn numbers from 10 to 100 and the reversive verbal suffix -*ul*-.

In the communication/culture lesson, they will learn about newspapers and publications in both English and Chicheŵa.

REVIEW

1. Review yesterday's lesson on the modifier stem *-mwe* by asking students what they like to do themselves/alone:

Kodi mumakonda kudya nokha?	'Do you like to eat alone?'
Mumakonda kuchita nokha chiyani?	'What do you like to do yourself?'

Ask the students questions of this type and have them ask each other such questions.

Review yesterday's lesson on the verbal prefixes and suffixes for 'still' and 'yet' by asking and answering questions of the type:

Kodi afika?	'Has he arrived?'
(Iyayi sanafikebe.)	('No, he hasn't arrived yet.')
Kodi mukugwirabe ntchito?	'Are you still working?'
(Inde, mukugwirabe ntchito.)	('Yes, I'm still working.')

2. Correct the Summary Exercises.

GRAMMAR LESSON

-MWE 'EVEN, AS WELL, THE SAME...'

Contrast this stem with other types of modifiers, demonstratives, and relative pronouns.

LESSON TWENTY

NUMBERS 10 - 100

Explain to the students when numbers in Chichewa are used and when those in English are preferred.

THE REVERSIBLE VERBAL SUFFIX

Emphasize that this suffix has limited usage: relatively few verbs use it to form a corresponding reverse verb form.

ASSIGNMENT

Do the Summary Exercises in class and assign the Review Exercises (Lessons 16-20) for homework.

COMMUNICATION/CULTURE LESSON

As an introduction to this lesson, have copies of Moni, the Malaŵi Times, and Malaŵi Lero to show the class. Point out the bilingual aspect of the Malaŵi Lero posters and the mixture of both English and Chichewa articles in Moni.

TEXT

Ask the students to read the article, referring to the vocabulary list which follows it. Then ask them comprehension questions to test their understanding of what they have read.

USAGE NOTES

Supply any additional names of ministries, ministers, and government offices which might be of interest and use to the students.

Tell the students something about the Life President H. Kamuzu Banda, explaining about his history and role in the struggle for independence.

CULTURAL NOTES

Have the students read the first article under the heading 'NKHANI ZA MAIKO ENA' and then ask them comprehension questions. Then read the second article to them, having them listen for comprehension. Continue with the questions following the articles.

EXERCISES

Expand on the examples in the activities to give the students a variety of uses for *-mwe*.

Give the students time to read this article, allowing them time to ask each other questions about the article.

WAYILESI

Teach the poem as you have done in the preceding lessons: reading, explanation, repetition, recitation.

Discuss the meaning of the poem and the feelings that may have prompted its composition.

ADDITIONAL EXERCISES

Buy a few copies of the Malaŵi News (a Sunday publication) and read through one or two of the articles. Encourage the students to skim, not stopping for words they don't know. Then ask questions to see what they have understood. You may also ask someone to summarize the article in a few words.

QUIZ

PART I -- VOCABULARY

Tell the students to write the following in Chicheŵa:

1. the same week
2. to put on
3. 70 years
4. this same teacher
5. to pick up
6. 100 fields
7. to spread out
8. beer as well
9. to cover
10. 28 days
11. to ask
12. secretary
13. friendship
14. to invite
15. myself

PART II -- WHAT DO YOU SAY?

Tell the students to write a response to the following:

1. Awa ndi malaya omwe munavala dzulo?
2. M'masabata aŵiri muli masiku angati?
3. Muli ndi zaka zingati?
4. Uyu ndi mnyamata yemwe anakumenya?
5. Munatsegula chitsekocho?

PART III -- TRANSLATION

Tell the students to write the Chicheŵa for the following:

1. We like nsima and relish as well.
2. I fell at the same place.
3. You picked up the same book that he lay down.
4. When I'm sixty years old, I'll still want to dance.
5. Spread out the mat.

PART IV -- SENTENCES

Tell the students to write one sentence for each word given below:

1. lomwe
2. zana
3. -yala
4. womwewo
5. -patula

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